

STUDY OF
ENTRYLEVEL CHARACTERISTICS,
LEARNING NEEDSAND
OCCUPATIONAL INTEREST OF NONFORMAL LEARNERS.

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CHAPTER - I

INTRODUCTION

Importance and need of the Nonformal Education:

Nonformal Education aims at promoting all-round betterment of the nonformal learners. This includes individual, social, political, economic or cultural development. Since nonformal education is closely linked with the life of the large number of children, the programme must be dynamic of varied. It must reflect the needs of the society and meet the challenges of the society. The man must learn or perish. By learning he can assure maximum personal and social development.

The constitution of India promises for universalisation of elementary education by one decade but from 1950 to till today the country is still far away from this target. After independence the number of illiterates have increased from 247 million in 1951 to 367 million in 1981. The situation, therefore, is quite alarming and disastrous. The universalisation ~~is~~ ~~xxxx~~ of elementary education is felt as an absolute necessity. Ignorance and poverty are two basic problems of human race. Ignorance is more incase of illiterates. And most of illiterates are in poverty. In the context of our economic, political and social developments, we consider the importance of universalisation of elementary education and emphasise on n.f.e. to achieve the goal on the assumptions (i) that illiteracy is a great hurdle to an individual's growth and to country's socio-economic progress; (ii) that education is not confined with formal schooling, but takes place in most work and life situations; (iii) that learning, working and living are inseparable and each acquires a meaning only when co-related with each other, (iv) that the means by which people are involved in the process of formal education system has failed to realise this. Not only a large number of population is still outside the schools but also the high percentage of drop outs are making the situation worse.

Nonformal education is not merely an alternative, but a great necessity. The views of Mahanty(1979, p.267) are correct. He has pointed out that ~~max~~ mass illiteracy and mass poverty are the two most important difficulties and both are positively correlated. Kundu(1984, p.4) has also conformed this view when he has said that development is atleast as important as the ends and that the illiterate and the poor can raise to their own liberation through literacy, dialogue and action.

India is a developing country. The task of educating the future generation cannot be undertaken in an environment where 64% of her people are still illiterate. The table-1 gives a picture of literacy in India from 1951 to 1981.

Table-1

Literacy percentage in India (1951 to 1981)

Year	Men	Woman	Total
1951	24.95	7.93	16.67
1961	34.44	12.95	24.02
1971	39.45	18.69	29.45
1981	46.74	24.68	36.17

(Source: Census of India 1951, 1961, 1971, 1981)

This has been clearly reflected in the figure-1 through bar diagram.

In Orissa the percentage of literacy was even less than the national figure i.e. 34.12 and 65.48 percentage of people were still illiterate as per the census report of 1981. The table-2 gives a picture of literacy in Orissa from 1951 to 1981.

Table-2

Literacy percentage in Orissa (1951-81)

Year	Men	Woman	Total
1951	27.30	4.50	15.80
1961	34.70	8.60	21.70
1971	38.29	13.92	26.18
1981	46.90	21.11	34.12

(Source: Census of India 1951, 1961, 1971, 1981)

The increase in percentage of literacy in the last decade is significantly high. The percentage of literacy has been increased from 26.18 to 34.12 during the period 1971 to 1981. This has been reflected in the figure-2.

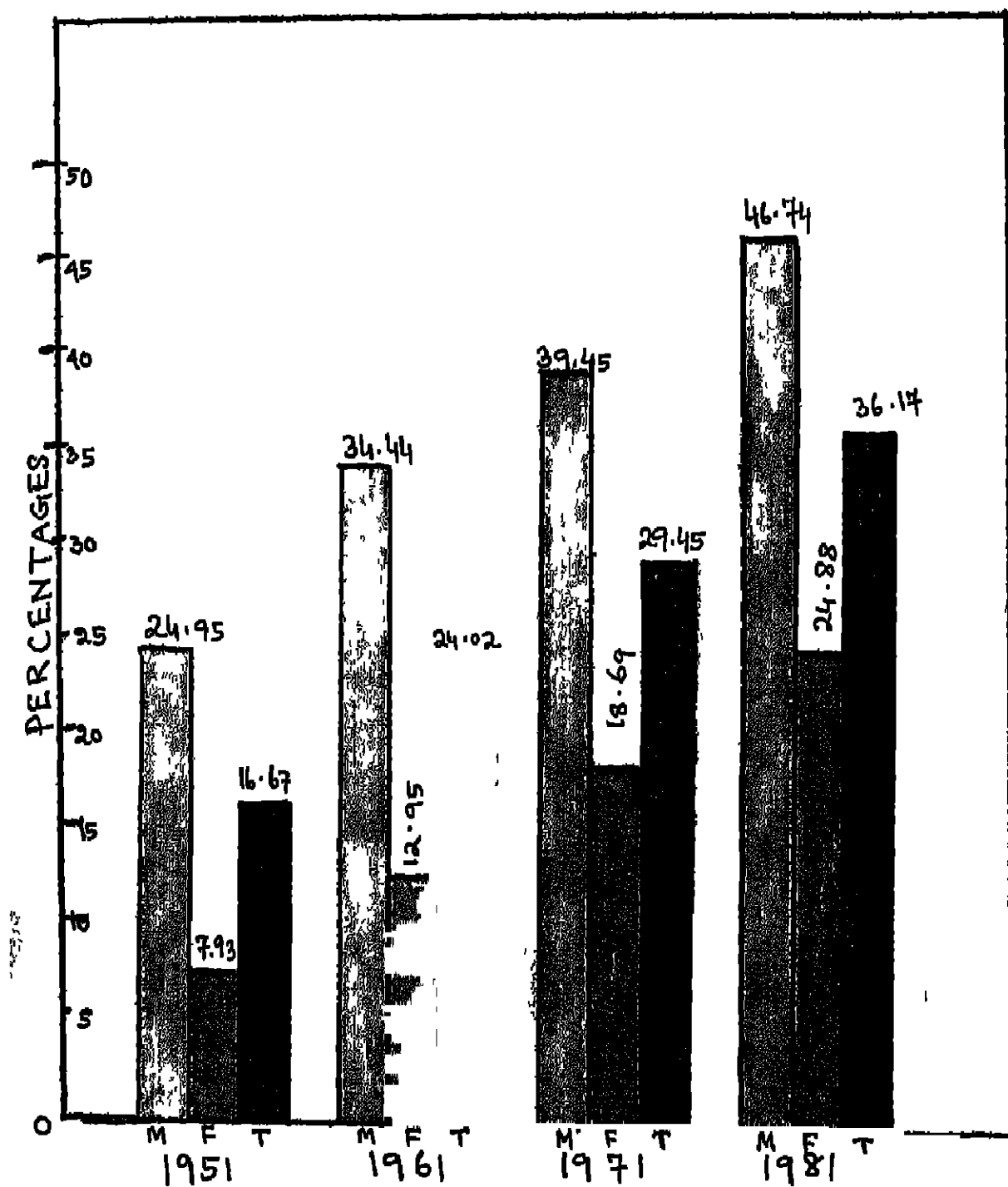
Figure - 1

Figure- 2

India is a democracy country and she has been enjoying the global appreciation as the largest democratic country in the world. The term democracy has been recognised as a current coin a legal tender in many walks of life- political, economic, social and educational. Devadas (1979, p.21) has rightly corroborated the idea and remarked "Education is essential to human development. Democracy cannot function without education. Eradication of illiteracy is basic to national development."

The rapid and vast scientific and technological developments have resulted in changes in our life pattern and have also weakened some of our traditional modes and values. Added to this our population is heterogeneous with its own complex problems. In order to understand correctly the

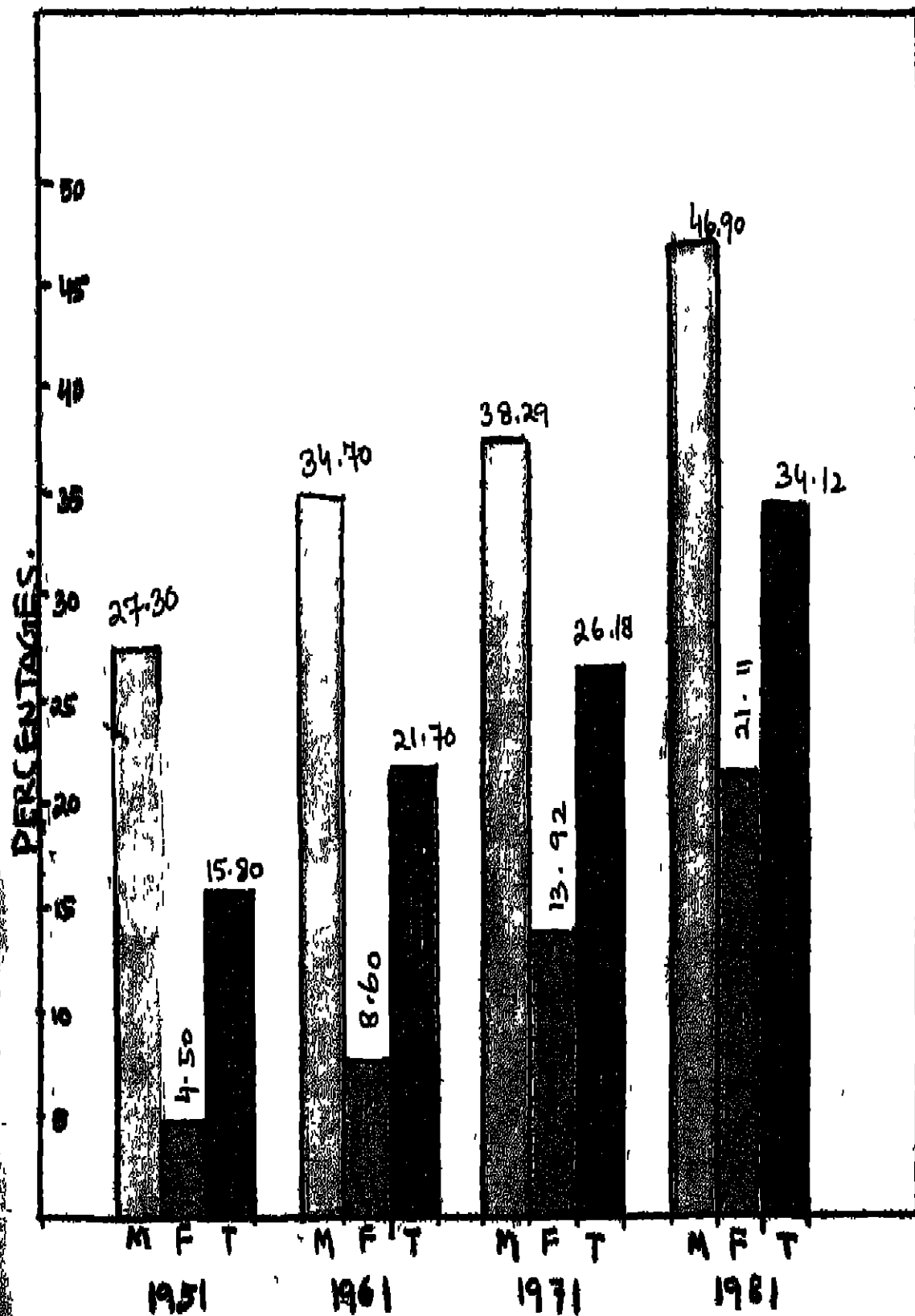
FIG. - 1.
LITERACY PERCENTAGE OF INDIA. (195-1981)



Scale 0.1 inch = 1%

1

FIG-2
LITERACY PERCENTAGE OF ORISSA (1951-1981)



Scale 1 inch = 10 %

1

implications of modern developments and changes and to play their roles effectively for their own benefits as well as for that of the society, a proper nonformal education programme ~~xx~~ becomes a necessity as the formal system can not do it alone.

Background of nonformal education:

Need for Universalisation of Elementary Education has first ~~for~~ put forward by Indians like Dada Shai Naroji before the Indian Education Commission (1982) to make the local bodies elected by the Indians responsible for elementary education. ~~xx, 1893~~ In 1893, the project of free and compulsory primary education was started in Amreli District which spread throughout Baroda by 1906. In 1910 Gopal Krishna Gokhale introduced a bill on elementary education to permit a local body the option to introduce compulsory education in any selected area with some conditions fulfilled, but it was ruled out. His words in the concluding speech that "the bill thrown out today will come back again.....come true when the Government of India declared her Education Policy of Compulsory Education and incorporated it in the law in 1921.

Mahatma Gandhi realised the need of mass education and put forward ~~xx~~ the hypothesis of Basic Education, which was also an effort towards the universalization of elementary education.

Sargent report (1944) recommended the compulsory schooling of years for all children and developed a long term plan to achieve this in 40 years (1944-84), but the Kher Committee reduced the plan period to 16 years to achieve it by 1960. Indian constitution (1950) in its Article 45 declared that the universalization of elementary education should be achieved by 1960.

From time to time much importance is being given on this subject of universalization of elementary education. Secondary Education Commission (1952-53), Kothari Commission (1964-66), the International Commission on the development of education (1971-72) etc. have given well emphasis to ~~achieve~~ achieve the goal of universalization of elementary education. In India, the main issue is the education of children from the socio-economically backward sections of the society. The illiteracy among such children lead to adult literacy. Therefore, in order to cater to the needs of this section of children and the adults a variety of programmes by different names, such as Social Education, Part Time Education, Refresher Courses, Continuing Education, Adult Education, Extension Services, Life Long Education, Balwadis, Non-formal Education

for (6-11), (6-14), Farmers' Functional Literacy for Women, Non-formal Education for workers, Non-formal Education in the universities, Education through Mass Media etc have been taken up by now. Thus, now we see that a lot of emphasis has been given on the universalisation of elementary education for the last few years.

It is suggested in 'Learning To Be' (UNESCO) that "Universalisation Basic Education, in a variety of forms depending on possibilities and needs, should be the top priority for educational policies in the 1970s". This is more true for the 1980s. The Central Advisory Board of Education in 1974 called for giving up the exclusive emphasis on formal system of education and introduction within the system a large element of non-formal education. Thus, Non-formal Education is complementary to formal system. The Commonwealth Conference on Non-formal Education for Development-New Delhi, India, January 22- February 2, 1979 has recommended that 'Non-formal Education should be seen as complementary to formal education in each country's development. Government should therefore ensure that different programme structures are integrated into a total system of recurrent education."

Non-formal Education programme is complementary to formal education. It is a long term practical plan with a dedicated effort to fulfil promises towards the universalization of elementary education of children not going to school for one reason or the other. The programme of Universalization of Elementary Education envisages first the admission and retention of every child in the usual school for completion of elementary education, but part time education for those who either don't join the school or drop out before the age and the achievement of the target prescribed for elementary education. The additional population to be covered in the Sixth Five year Plan in the age group 6-14 is 320 lakh. In the age group 6-14 it is 220 lakh and in the age group 11-14 it is 100 lakh. Out of 220 lakh in the age group 6-11, 100 lakh children are to be covered through formal schools, while 40 lakh through part time classes. Thus, 160 lakh children in the age group 6-14 are to be covered part time non-formal education and the working group on universalization of elementary education has categorically announced in their reports that "We are convinced that the goal of universal elementary education can and should be achieved through full-time schooling and part-time education; but either should be done without sacrificing the basic minimum knowledge of literacy, numeracy and inculcation of the social and

civic responsibilities and in both these directions the content of education should be meaningful and relevant to the socio-economic milieu and needs. Content of either channel should be such as does not thwart the scope of vertical mobility." The non-formal education is therefore based on the following assumptions. It may be economic, sociological and humane. The data of unemployment both educated and uneducated in our country are alarming. On the one hand the problem of unemployment is hitting both the individual and the society and on the other hand there is a ~~xxx~~ scarcity of good artisans like mechanics, electricians, carpenters, ~~x~~ welders, masons etc in the country. Therefore, informal or non-formal which can help the individual in getting the work and earning the livelihood and the society in filling the vacuum of good artisans.

Sociologically, the society is being divided into educationally privileged people and deprived people. The children belonging to the former class are not allowed to lay and stay ~~x~~ with the children belonging to the labor class. Earlier, the middle class people were a healthy link between the rich and the poor. They were lucky to move from the poorest to the richest sections of the society. Now, because of the spread of formal education in the middle class people, this link is weakening fast. Time may come when the middle class people may not function as a link between the rich and the poor. In addition to the economic reasons, formal education is also helping the gap to widen, and it may be difficult ~~xx~~ in future for different sub-groups in society to live together as a social group.

From the humane point of view all children are equal. They may belong to different persons, families or classes ~~xxxxxx~~ in society, but all of them belong to society. It is the duty of the society to provide them the opportunities to bloom like flowers to the full of their capacity. As it is bad to deprive the children of the minimum facilities and opportunities, so it is bad to make children luxurious in their childhood. The first type of children become frustrated person, the second type become parasites and exploiters.

Humane point of view may also help the planners of education to look towards the non-school going children in a more positive and healthy way. These deprived children are matured and active than the children belonging to the educationally privileged families who lead a self-centred life restricted to study and examinations only. But most of these children who are not going to school are the productive members of the society ~~of xxx work~~. They help production either by looking after the family of their parents or they work at

some places to help the production directly. Therefore, such children are in no way inferior to the children attending the schools. Rather, in certain respects they are superior to their counterparts.

Keeping in view the above mentioned financial, ~~socio-economic~~ sociological and humane considerations, it is desirable to accept the programme of education for the educationally deprived children as a privileged and a productive programme rather than a programme to show only poor sympathy with the children. It may also not be treated as an innovation in education in the form of experiments to be conducted only with the help of supplementary budget. The analogy of this programme may be with a patient in the family to be given all necessary physical, mental and intellectual comforts for which other members of the family will have to sacrifice their personal comforts and necessities.

Thus, the programme of non-formal education for the children in the age group 6-14 is a socio-academic programme to be conducted with the missionary spirit.

Keeping in view the clientele and their requirements, experiences gained so far, inputs in terms of money, manpower, time and other facilities, the objectives of non-formal education programme for children in the age group 6-14 may be identified as follows:

- To enable the willing children to get entry in formal schools at multiple points.
- To improve the quality of life of children through non-formal education.

The first objective has been identified in relation to formal elementary education, while the second one is corresponding to that of the non-formal education for adults, viz. Adult education. Thus, on the one hand, as a programme for Universalization of Elementary Education, the NFE programme is related to formal elementary education, and on the other hand it is akin to ~~for~~ adult education because of the requirement of the clientele and the approach to be adopted.

Concept, nature and scope of non-formal education.

The highly sophisticated formal system of education has been severely criticized, especially in developing ~~countries~~ countries, not only for its rigid curriculum, but also for creating class distinction and great disparity between the ruling elite and the under privileged classes, factors contributing to social injustice. To avoid such disparities, a new idea in the area of education has been proposed as non-formal education.

The formal approach visualizes a consciously organized activity with a view to specific aim or objective through a uniform and rigid programme, while the informal approach involves casual interaction among the people through social, cultural and political activities with education as a by-product. The non-formal approach requires an organised systematic effort, but of a flexible nature suited to the needs and problems of the individuals or the specific groups. Philip H. Comb. points out that "non-formal education is one which is imparted through organisations and institutions outside the formal education institution.

The education which is being imparted in schools and colleges as disciplines and subjects is formal education. The education that children get casually through the traditional fairs, festivals and other ceremonies or on the playground with the peer group is informal. Different from these, the education which is functionally oriented to the needs and problems of individuals and specific groups is non-formal education. If one is not interested in discriminating between non-formal and informal education, the latter may be included in the formal.

The informal education being a by-product of the social, cultural and political activities, does not have the possibility to develop an educational programme. But in order to impart formal and non-formal education, it is essential to develop the corresponding programmes. The programmes for both formal as well as non-formal education are objective based. But usually the objective of formal education programme is to meet the requirement of the jobs provided by the government and the society, while the objective of non-formal education programme is to develop the skills of an individual so that he may be able to improve his life. Keeping in view the objectives of the two types of educational programme the formal education requires the comparison of the achievement of the students and hence emphasises uniformity and rigidity, while in non-formal education the achievement of a student is compared with his own earlier achievement. Non-formal education concentrates on helping children in identifying, analysing, understanding and classifying the problems and needs and also finding out their solution. Therefore, it can be said that the uniform and rigid discipline-wise or subject-wise approach is the main ~~characteristic~~ characteristic of formal education programme while the relevance, the flexibility and the practicability are the essential requirements of non-formal education programme. In other words, in order to identify the non-formal education, it may be said that whatever is left out of the purview of formal education is non-formal education.

Non-formal Education:

Formal Education and National Adult Education Programme:

As far as the approaches and types of education are concerned both the Adult Education Programme (15-35) and the non-formal Education Programme (9-14) are the non-formal education programmes. Of course, the Adult Education Programme has been named 'National Adult Education Programme' and the education to be given to out of school children has been nominated as Non-formal Education Programme, (Henceforth NFEP) in relation to formal education being given to children in the schools. Therefore, from the point of view approach, the ~~NFEP~~ NFEP is close to National Adult Education Programme. But keeping in view the age-group and the background of the programme it is akin to formal education programme. Thus, the National Adult Education Programme and the formal education programme both have to contribute to the development of NFEP. The NFEP, as visualised under the ~~sax~~ scheme of Universalization of Elementary Education is complementary to formal education. The programme of universalization of elementary education envisages a admission and retention of students in elementary education, out part-time education for those who can't join the school or drop out before the age without the achievement of the target prescribed for elementary education. The scheme of universalization of elementary education has been formulated at the demand of Article 45 of the Indian Constitution. The considerations for the scheme of universalization of elementary education may be sociological, humane and economic. In the present situation in the country, the elementary education (classes I to VIII) is a social need. But the education beyond that being career oriented is an investment on the part of an individual. Elementary education is general education and is essential for every citizen of the country whatsoever his vocation be.

Reasons for Non-formal Education Programme:

1. Most of the out of school children in the age-group 6-14 can not afford to attend the schools for five-six hours at the usual time as they are either productively busy or looking after the domestic work. This situation is going to continue for several years to come until there is a socio-economic revolution in the country.
2. There is the limitation of the budget for elementary education. The present budget provides education to only one third of the population in the age-group 6-14. Naturally, if and when all the children in this age group are able to attend the formal schools, the budget required will be about three and a half times the present one.

3.. Formal Education being given in schools has not taken into consideration the characteristics and the needs of seventy percent non-school going children though certain doubts and queries are being raised about the relevance and usefulness of the formal education.

4. The children getting formal education can wait to get relevant and functional education. But the children to be covered by the non-formal education cannot afford to wait.

The above mentioned points suggest that there is a need for developing a non-formal educational programme. But in order to develop a relevant and functional programme of a non-formal education we will have to take into consideration the characteristics and the needs of the clientele. Some of the characteristics and needs of non-school going children of the age-group 6-14 may be identified as follows:

Characteristics:

- i) Most of the non-school going children are busy either in the productive pursuits or in domestic work.
- ii) They can not afford to wait for employment and/or work.
- iii) They are more matured and active than their counterparts getting education in schools.
- iv) They are being exploited by the society.
- v) They belong to poor families and are deprived of physical facilities necessary for their development.

Needs:

- i) They are to be helped in improving their socio-economic conditions by improving the present vocation or identifying some other vocation to augment the income of the family.
- ii) They need to improve their health and hygiene and get ~~gag~~ relief from diseases.
- iii) They are to be helped in utilising the physical environment for the improvement of their vocation and health.
- iv) They are to be helped in getting relief from exploitation by the society.
- v) They are required to develop the human relationship based on social awareness and mutual cooperation.
- vi) Their capacity for acquiring knowledge and skill should be developed.

~~-X-X-X-X-X-X-X- X-X~~

NEED OF THE STUDY:

Universalisation of elementary education has been promised in our constitution. At the time of adopting the constitution it was envisaged that the target would be materialised by the end of a decade. But after expiry of more than 3 decades this objective could not be achieved. Of course attempts have been made in this regards. But such attempts have been confined to the formal system of education. A number of formal schools have been opened most of the existing formal schools have been strengthened some sorts of incentive in the form of mid-day meal, school uniform, reading and writing materials have been provided to a section of students belonging to the under privileged and weaker strata of the society. In spite of such attempts the goal of universalisation of elementary education to the children of age group 6 to 14 have still remained as a far reaching objective. The traditional formal schooling for providing elementary education have two grave weaknesses. The single point entry system in the formal schools does not give scope for education of grown-up children who have remained out of schools due to various socio-economic reasons. Most of such children belong to the weaker sections of the society. And they are engaged in some occupations or other in order to provide financial support to their families. The formal system also fails to provide education to the children who drop out of the system and enter in to some occupation before completion of primary education. Further the formal system has failed to retain all the children till the completion of elementary education due to the unattractive nature of its curricular programme. In the context of universalisation of elementary education attention of all concerned has been presently diverted towards the non-formal approach. The above categories of children namely the non-attenders and the dropouts are to be provided educational opportunity through part time non-formal classes. These children need not give up their present occupation for attending the non-formal part time classes. These classes are to be organised according to the need and convenience of the non-formal learners.

The curriculum for the non-formal learners should be totally different from the formal learners. Because the non-formal learners have different needs, problems and characteristics which may not be found in case of formal learners. So in order to develop a need based curriculum for the purpose of non-formal learners, it is very much essential to know the various characteristics of those children in respect of their present academic background, occupation,

socio-economic condition etc. So in order to make the programme of non-formal education a success, the curriculum designers should have sufficient knowledge about the various learning needs of those children. The first fundamental principle of curriculum ~~design~~ construction is the needs and interests of the individuals. If we do not consider the very basis of learning difficulties, needs and interests of the non-formal learners, while developing a curriculum for them, then it will never cater to the purpose of non-formal learners. Ultimately it will create a very unpleasant atmosphere and dis-interest among the non-formal learners. In order to create sufficient interest among them we have to identify different learning needs and interests of those children.

Moreover, the need for identification of learning needs and assessment of interests of the non-formal learners may be stated as follows:-

1. Education in order to be effective of relevant must be related to the life needs of the learner as well as that of the community to which the learner belongs.
2. Unlike the formal learners the learners in the non-formal sector have specific needs because of their engagements in some occupation also due to difference in their life styles.
3. Unlike the formal learners the non-formal learners have more of social experience in a disorganised way which needs to be properly organised according to their needs.
4. Due to above social experience and maturity the non-formal learners are not invariably interested in the type of education provided in the formal sectors. They are found to be least interested in those aspects of the educational programme which have no direct bearing upon their occupational need or life need.
5. When the needs of such learners are assessed, more heterogeneity is observed.
6. The learners in non-formal education may have certain occupations. The education provided to them should have relationship with their occupational interests.
7. The background of the non-formal learners in respect of their present occupations and parental occupations, should relate to the education provided in non-formal centres.

b) Statement of the problem:

Emphasis in the normal system of education as complementary approach to the formal system is comparatively as newer concept in our state and country. For an effective

Implementation of the programme of non-formal education it should have a firm ground and ~~xxx~~ sound beginning. Designing of suitable curriculum is a pre-requisite for this purpose. On the otherhand a better and suitable curriculum can only be measured if the same is based upon the learning needs and interests of the non-formal learners. Since the programme has yet been undertaken for identification of the needs and interests of the nonformal learners. The implementation of the Experimental Project on nonformal education in the context of universalisation of elementary education has already started in our state since 1980. But the programme has not yet gained adequate momentum due to several reasons out of which, lack of a suitable curriculum based on the learning needs and occupational interests of the nonformal learners is the most important one.

In the year 1980-81 the Govt. of Orissa have been pleased to implement a scheme on nonformal education in collaboration with the Govt. of India. The scheme aims at providing primary education to the drop outs and the non attenders through part time nonformal classes (primary level) nonformal education centres and M.Ed. level non formal education centres) shall be opened for the age group of 6 to 11 ~~xx~~ and 11 to 14 respectively.

A different type of curricular programme shall be needed for these nonformal learners as they have completely different type of background. In a nonformal education centre all the learners may not have the same back ground with regard to their past experience, intellectual ability, socio-economic condition and educational need. There may be learners of different age levels and as such there will be variation in the rate of learning. In order to adopt suitable curricular ~~xxxxx~~ programme for these learners the above aspects must be taken in to consideration. As such an analysis of the above characteristics of the nonformal learners shall be pre-requisite for developing the required curricular programme.

The implementation of the scheme on nonformal education in our state is at the initial state. In order to give a good start to the programme the above analysis considered to be essential and no attempt has yet been made in this regard.

In order to meet the requirement the investigator desires to undertake a study on "Analysis of the entry level characteristics and assessment of learning needs and occupational interest of nonformal learners."

c) Scope and limitation of the study:

Realising the importance of non-formal education in the context of universalization of elementary education, the government of India in collaboration with the state governments concerned decided to implement non-formal education.

In the state of Orissa, the programme has been launched by the Directorate of Education since 1980. The State Council of Educational Research and Training has certain specific roles in implementation of the scheme.

The S.C.E.R.T. has to provide academic guidance consultancy services for the management of curricular programmes to be established throughout the state. For this purpose 700 primary level nonformal education centres and 140 middle school level nonformal education centres have been established under the supervisory control of the Secondary Training schools of the state and under the direct control of the S.C.E.R.T. These centres are to function as the experimental ones and as four-runners for providing adequate feed back, for the management of other centres established and to be established under the direct administrative control of the Education Directorate.

The scope and the limitation of the study will be as follows:-

1. The learners enrolled in the non formal education centres opened under the jurisdiction of the secondary training schools of the state and over all control of the SCERT, Orissa.
2. The study shall be confined to the above category of learners in the age group of 9 to 14.
3. Determination of entry level characteristics of the nonformal learners shall be limited to intelligence, occupation, achievement level, learning need and occupational interest.
4. Assessment of interest is limited to occupational

Objectives and Hypotheses

a) Objective:- The objectives of the present investigation shall be as follows:

1. To analyse & study the entry level characteristics of a group of non formal learners in the age group of 9-14 with regards to occupation, intelligence & achievement level.
2. To study the learning needs of different categories of non-formal learners categorise-d on the basis of their intelligence & educational achievements.

3. To study the occupational interests of nonformal learners.
4. To suggest a curricular programme on the basis of the findings on learning needs and occupational interests of nonformal learners.

(b) Besides the major objectives as defined above the following aspects are to be studied.

- 1) Inter relationship of the variables as defined under entry level characteristics.
- 2) Pattern of relationship between occupational interest and learning needs.
- 3) Pattern of relationship between occupational interests of nonformal learners and his/hereditary occupation.
- 4) Relationship between occupational interests of the learner and his present occupation.
- 5) Difference in the achievement level in relation to the age of the learner.

c) Hypotheses:- The investigator proposed to undertake the investigation with the following hypotheses and assumptions.

- 1) Distribution of intelligence among the nonformal learners will approach almost normality.
- 2) The learning needs of different category of nonformal learners with regards to the variable of intelligence and ~~xxx~~ achievement level shall be different.
- 3) Different category of nonformal learners to intelligence, occupational interest.
- 4) Curricular programme for ~~a~~ different ~~xxx~~ categories of the nonformal learners will be different.
- 5) Nonformal learners of different occupational group will have different level of intelligence.
- 6) Occupational interest of the nonformal learners shall be determinate of their learning needs.
- 7) The hereditary occupation of the nonformal learning and the present occupation are related.
- 8) Present occupation & occupational interest are significantly associated.
- 9) The age of the nonformal learners shall be significantly related to their achievement level

Operational definitions of the important terms.

1) Learning need:- Learning need refers to the educational needs of the learners in order to develop a need based curriculum programme.

ii) Interest:- Interest refers to occupational interest of the nonformal learners.

iii) Non-formal learners:- The non-formal learners, those who have been admitted in the non-formal centres in the age group 9 to 14.

iv) Non-formal education centres:- Non-formal education centres are those where part time education is imparted to children in the age group 6 to 14.

v) Facilitators:- Facilitators are the teachers of the non-formal education centres.

XX-XX-XX-XX-XX-XX-XX-XX-XX-XX-XX-XX-XX-XX-XX-XX

CHAPTER - 3

Review of Related literature.

The present investigation is "Analysis of entry level characteristics and assessment of learning needs and interests of the non-formal learners in the age group of 9-14 in the context of suggesting a suitable curricular programme for them.

The emphasis on streamlining the non-formal approach on education and particularly with reference to realisation of the objectives of ~~xxxx~~ universalisation of elementary education is very recent in our state and the country at large. ~~The implementation of the Experimental project on non-formal education in the above context has only started in the year, 1980. Therefore relevant literature and research findings related and pertinent to the present research work are rare. However, the investigator has alternated to present herewith the views and opinions related to this aspect and other aspect of the programme of nonformal education given by different agencies, organisations involved in implementing similar type of programmes. A project entitled "Nonformal Education for Drop-out children And Rural Development" was undertaken by D.S.Rawat, professor and Head, Department of School Education, NCERT. This is an attempt to make the nonformal Education programme for the dropouts through socio-economic and educational development programme. This project was undertaken in a Bhumiadhar in the state of Uttar Pradesh. This included community development programme work experience programme, organising nonformal education centre, preparing instructional materials, teacher training etc.~~

It was pointed out in the project report that the nonformal education centres will work as community centres not only for imparting development programme. On the basis of the experiences ~~gained~~ ~~gained~~ guided through this project the following recommendations are made which may be useful for nonformal education imparted through different centres in the country.

1. The high concentration of drop-outs is in poverty-stricken areas. For starting a programme of nonformal education for drop-outs in such areas in the age-group 6-14 years, ~~xxxx~~ ~~xxxx~~ it may be necessary to relate education to socio-economic educational development ~~in~~ programmes and work-experiences.

2. At the initial stage the enlightened persons of the community and the community leaders should be taken into confidence. They play a vital role in developing confidence among the community members for the education of the drop-outs through non-formal approaches. In fact, the non-formal education centre should be started at the initiative of the community members.

3. The level of attainment of the drop-outs becomes low. In the Bhumadhar experiment we used reading tests for the children who left the school at different stages from Classes I to V. It was found that the children who left the school after Class IV or V could pass only in Class II tests. In the case of children who left the school after Classes I or II it was found that they relapsed into illiteracy.

Reading ability has high relationship with attainment in different school subjects. For making homogeneous groups in terms of attainment level in the non-formal education centre, reading tests can be used. Besides this the teachers' judgement can also be useful.

4. The drop-out children can come to the non-formal education centre only during such hours when they are free from domestic work. Normally they are free in the evening. Some children may not come to the centre regularly. The teachers may have to visit the homes or come children at times to encourage them to come to their homes in the night centre regularly. Sometimes he may have to escort the children up to their homes in the night. The teacher may have to enthuse the community members for implementing the community development programmes which he makes a base for his educational programme. The teacher would be required to keep the records of the progress of children properly and help them in their development. The success of ~~non-formal~~ all this depends upon the sincerity, devotion and commitment of the teacher. It is, therefore, necessary that for the success of non-formal education centre we would require a devoted teacher.

5. As regards the training of teachers working in the non-formal education centre, experience shows that such training can be given only on the spot. The theoretical lectures would not help. The teaching-learning process needs modifications according to needs and conditions of the local environment. Same is the case about instructional material. Although we may prepare a set of material in which there may be a number of things common for different environment, but this material would need adaptation for a particular environment as non-formal education has to be given on the basis of work-experience according to local needs.

6. The education given in the non-formal education centre and in formal schools may not necessarily be the same although there may be much similarity in concepts, knowledge, etc. The technique of teaching in the non-formal education centre would be based on work experience and environmental studies and hence it will give scope to children for learning to learn. They may have better functional knowledge although they may lack in some literary knowledge.

7. Autonomy may have to be given to schools or education officers for examining the children studying in the non-formal education centres so that they may have the power to give certificates to children for passing Class V or VIII.

8. In our country the primary schools are located at a walking distance of one kilometer from the home of the child. Children who will join non-formal education centres and pass Class VIII would be required to join Class IX. In those places where the high schools or higher secondary schools are at a long distance of four or five kilometers (like in Bhimadhar) children may find it difficult to join Class IX. In such cases higher secondary schools may have to be started.

9. The non-formal education programme may not be limited to the dropout children in the age-group 6 to 14 years but it should be for all the children and adults in the age-group 0 to 25 years. This is necessary because unless the parents are educated they will not be motivated for the education of their children.

10. The success of non-formal education for adopting the multiple-entry depends upon the initiative and participation of the community and voluntary organisations. Besides this, the cooperation of different governmental agencies like Education, Agriculture, Health, Social Welfare, etc. is also very necessary. In this case also one has to work with commitment and devotion.

11. The non-formal education centre may be started in a formal school so that it may gradually bring about change in the rigid approaches to our formal education and make it more functional. Ultimately the non-formal education centre may become a community education centre where men, women and children may come to grow into wisdom.

For implementation of the Experimental project of non-formal education, the ~~xxx~~ non-formal education unit of the SCERT developed a curricular framework, 1981 to be followed in the primary level non-formal education centres of the state. In developing the framework, the designers have thought of academic programme for the non-formal learners in five major

subject areas namely- language teaching, arithmetic, social studies & science teaching art education & health education. The curricular programme for the non-formal learners as envisaged therin has not been based on the needs & interest of the non-formal learners. Of course some instructional materials that may be found to be useful to a section of non-formal learners have been suggested therein, but an assessment of the programme in its totality may reveal that it has more inclination towards a formal type of education.

In connection with the implementation of the UNICEF Aided Project 3 on "Developmental activities in community education and participation" it has been envisaged to provide education to the drop-outs and non-school goers in the age group of 6-14 through non-formal approach. Under this scheme the designers of the programme have envisaged to take the education of such categories of children relevant to their personal and family needs. Under this programme it has been envisaged to develop a different type of instructional materials which shall have content materials related to different disciplines of knowledge such as language, arithmetic, environmental studies, work education, health and physical ~~work~~ education. Moreover, these learning materials are to be related to the occupation of the learners.

24 There is another UNICEF Aided Project on Comprehensive Access to primary Education (CAPE) in relation to universalisation of elementary education. This project is under operation in the state of Orissa and other states and union territories of India since, 1979. The project has been designed to devise suitable curricular programme. specially the learning materials in the form of modules and capsules for the drop-outs in the age group of 9-14. The nature of these learning materials, as envisaged in the scheme will be different from that of such other materials. Basically these learning materials are to be developed on personal problems of the learner and the problems of the community to which the learner belongs.

In connection with implementation of the project of non-formal education (Rawal-1977) has highlighted certain basis principles, guidelines for development of curricular programmes and organisational pattern to be allowed for non-formal education. He suggests that instructional materials for such learners in the age-group of 6-14 years should be developed on the basis of the findings of the survey of the learner. Further curricular programme to the socio-economic and educational needs of the learners of that of the community at large. Regarding the objectives of the curricular programme to be followed for

the drop-out children in the age group of 6-14, he has suggested the following:

- a) To motivate the drop-outs or such children who have not gone to the primary school (during the age of 6-14 years) to come into the fold of education.
- b) To develop an expertise in children in regard to the work-experience and the occupations in which they are engaged in their community so that they may become self-sufficient.
- c) To develop mastery in children over various linguistic skills and to enable them- listen, speak, read and write properly.
- d) To develop in children the skills, habits and attitudes necessary for healthful livings.
- e) To make children understand and appreciate the scientific phenomena in every day life.
- f) To develop in children a sense of citizenship, national integration, secularism, socialism.
- g) To develop in children functional numeracy. Naik(1977) has highlighted the preliminary issues in connection with ~~organisation~~ organisation of programmes of non-formal education. He was also highlighted the concept of non-formal education and the methods to be the same particularly in the Indian context. He suggests that any programme of non-formal education must be related to the work in which the learner is presently engaged or desires to be engaged and also to the development of the community. Further, he suggests that unlike the formal system, the task of construction of curricular for the non-formal sector should be transferred to the field level for which the field level workers in this connections need sufficient orientation and training. For the out-of-school youths his suggestions for the content and character of the curricular programme is that it should be based upon the education attainment and needs of those young persons' vocation, recreational and cultural interest should form the basis of his educational programme.

Bisoi(1978) has suggested a curricular frame work for non-formal education for the learners in the age-group of 6-11 of the village Banamalipur in the district of Puri. The investigator suggested six aspects of curriculum such as:-

1. The need to develop positive attitudes.
2. The need for functional literacy and numeracy.
3. The need of a scientific outlook and an elementary understanding of the process of nature.
4. The need for functional knowledge and skills for raising a family and operating household.

5. The need for functional knowledge and skills for civic participation.~~xx~~

6. The need for functional knowledge and skills for earning a ~~xxxx~~ living.

For developing curriculum for non-formal learners, the investigator has developed curricular programme in nine disciplines namely -

- i) Language
- ii) Arithmetic
- iii) Environmental studies
- iv) Health education
- v) Work experience
- vi) Art, music and creative activity
- vii) Physical education
- viii) Moral education
- ix) English

Study of relevant literature as mentioned above indicates that any curricular programme to be suggested for the non-formal learners should be based upon their personal needs interest and that of the community. But the present investigator has not yet come across any study which has been attempted to identify assess the needs and interest of any section of non-formal learner particularly in the age-group of 9-14. Therefore, the present study has a high level relevance to the present system of non-formal education.

XX-XX-XX-XX-XX-XX-XX-XX-XX-XX-XX-XX-XX-XX-XX

CHAPTER-IV

METHODS OF STUDY

Methods of study is important for all sorts of research works. It indicates the line through which the investigator shall proceed to achieve the goal. Hence the importance of selecting a right method for the present study is unquestionable and beyond doubt. Methods of study makes the research easier and takes the investigator in order to attend the desired objectives in a most appropriate way. The investigator followed the survey method for the present study, which is considered as the most suitable one for the purpose.

The survey method of educational research deals with conditions or relationships that exist, practices that prevail, beliefs, point of views or attitude that are held, processes that are going in or grounds that are developing. Every type of survey is related to certain sample of the study. During recent years something has been mostly used in the educational research to gather information. Now our educational system has become so complex that, it is not possible to study the whole population in a limited period of time. So in order to make the processes of educational research functional, selection of suitable sample is essential. In the following paragraphs details of method relating to selection of sample, tools used, techniques adopted by the investigator are discussed.

General method

Survey type of research has been taken for the present study. Two categories of non-formal education centres, namely primary level centres and M.E. level centres have been opened under each Secondary Training School of the state of Orissa. The number of primary level centres is approximately 700. Each of these centres has maximum roll strength of 25 learners and minimum 10. All the primary level centres running under the control of Secondary Training Schools of the state are to be classified into 3 major variant groups such as urban, Rural, Tribal. 5% of these centres are selected for study.

A questionnaire is developed to collect the base line data in respect of their Age, Sex, Family background, educational background, occupation and socio-economic conditions etc.

A suitable non-verbal intelligence test is administered over the sample to know their level of intelligence. This non-verbal intelligence test is 'culture fair intelligence test' (A measure of 'g') Scale-2 (form A and B).

Suitable tests are used/developed to determine the entry level achievement in respect of vocabulary, arithmetic and environmental experiences.

Learning needs of the non-formal learners are identified by the help of an interview schedule. ~~For assessment of entry level interest to xxxxxxxxxxxx~~
An interest inventory for assessment of occupational interest of the non-formal learners is developed by the investigator.

After the collection of data proper analysis and necessary recommendations are given in respect of teaching strategies, preparation of curriculum and methods of teaching for such non-formal learners.

SAMPLES:

Two categories of non-formal education centres namely primary level and M.E. level non-formal education centres have been opened under the jurisdiction of the 70 Secondary Training Schools of Orissa and over all control of the S.C.E.R.T., Orissa. All the primary level centres are the population of the study. Total number of such primary level centres are 700. Each of the centres has maximum roll strength of 25 and minimum 10 in the age-group 6 to 14. It is decided to take the learners in the age-group 9 to 14 for the present study.

All the primary level non-formal education centres under the jurisdiction of secondary training schools of Orissa are classified in to 3 major variant groups such as Tribal, Rural & Urban. 5% of these centres are selected for the study. The non-formal learners of the desired category enrolled in the selected centres in the age-group of 9 to 14 are taken in as the sample for the present investigation.

Sampling Procedure.

Stratified randomised sampling procedure is followed for selection of sample for the investigation.

According to the habitation there will be 3 categories of education centres such as urban, rural and tribal. 5% of each of the categories are selected as the sample for study.

Data collection and data collecting tools:-

Following tools and techniques are used for collection of data.

1. Proforma is developed to collect the necessary preliminary data in respect of all the non-formal education centres running under the direct control of the 70 Secondary Training Schools of the state. All the headmasters of these 70 Secondary Training Schools are requested to furnish the required informations in the prescribed proforma and send the same in the self addressed envelope sent to them. Data includes location of the S.T. School, location of the centres, number of centres under each ~~xxxxxx~~ S.T. School, number of non-formal learners under each centre, informations regarding Age, Sex, Habitation etc. of the non-formal learners. On the basis of these informations the sample was drawn. The list of all the 70 Secondary Schools, where the informations were received are given in a table in page . The proforma ~~xxxxxx~~ developed for collecting such data given in the Appendix.

Table-3

(List of S.T. Schools in the state with district and area)

Sl. No.	Name of the S.T. Schools	Place	District	Area
1	2	3	4	5
1.	Secondary Training School	Cuttack-2	Cuttack	Urban
2.	Thumpton S.T. School	Cuttack-1	Cuttack	Urban
3.	S.T. School (Women)	R.N. Trg. College, Cuttack.	Cuttack	Urban
4.	S.T. School	Rahama, Salipur.	-do-	Rural
5.	-do-	Ragadi, Banki	-do-	-do-
6.	-do-	Athagarh	-do-	-do-
7.	-do-	Kujanga	-do-	-do-
8.	-do-	Jagatsingpur	-do-	-do-
9.	Urdu STT. School	Cuttack	-do-	Urban
10.	S.T. School	Narsingpur	-do-	Rural
11.	S.T. School	Revenshaw Girls' H.S.	-do-	Urban
12.	S.T. School (Women)	Kendrapada	-do-	Rural
13.	S.T. School	Dolipur	-do-	-do-
14.	-do-	Balia	-do-	-do-

1	2	3	4	5
5.	S.T.School	Tangi	Puri	Rural
6.	-do-	Khurdha	-do-	-do-
7.	S.T.School (Women)	Bhubaneswar	-do-	Urban
8.	-do-	Rajasunakhala	-do-	Rural
9.	S.T.School	Nimapada	-do-	-do-
10.	S.T.School (Women)	Puri	-do-	Urban
11.	-do-	Pipili	-do-	Rural
12.	S.T.School	Sakhigopal	-do-	-do-
13.	-do-	Pahimahura	Balasore	-do-
14.	S.T.School (Women)	Basta	-do-	-do-
15.	S.T.School	Ngarpada	-do-	-do-
16.	-do-	Trigudia	-do-	-do-
17.	-do-	Bagudi	-do-	-do-
18.	S.T.School (Women)	Remuna	-do-	-do-
19.	S.T.School	Langalaswar	-do-	-do-
20.	S.T.School (Women)	Sambalpur	Sambalpur	Urban
21.	S.T.School	Baragarh	-do-	Rural
22.	-do-	Deogarh	-do-	-do-
23.	-do-	Panchapara	-do-	-do-
24.	-do-	Chikiti	Ganjam	-do-
25.	-do-	Khallikote	-do-	Urban
26.	S.T. School (Women)	Berhampur	-do-	Urban
27.	S.T.School	Kabisurya Nagar	-do-	Rural
28.	-do-	Palsore	-do-	-do-
29.	-do-	Bhanjanagar	-do-	-do-
30.	-do-	Paralakhemundi	-do-	-do-
31.	-do-	Kishorenagar	Dhenkanal	-do-
32.	-do-	Dhenkanal	-do-	Urban
33.	-do-	Chhendipada	-do-	Rural
34.	-do-	Bolangir	Bolangir	Urban
35.	S.T.School (Women)	Bolangir	-do-	Urban
36.	S.T.School	sonpur	-do-	Rural
37.	-do-	Patanagarh	-do-	Urban
38.	-do-	Titilagarh	-do-	Rural
39.	-do-	Lhabiraputara	Kalandhi	Urban
40.	-do-	Dharmagarh	-do-	Tribal
41.	-do-	Newapara	-do-	Tribal
42.	-do-	Joypore	Koraput	Urban
43.	-do-	Gunapur	-do-	Tribal
44.	-do-	Chitrakanda	-do-	-do-
45.	-do-	Sunabeda	-do-	-do-
46.	-do-	Nawarangpur	-do-	-do-
47.	-do-	Kundukela	Sundargarh	-do-
48.	S.T.School (Women)	Shankara	-do-	-do-
49.	S.T.School	Kuammunda	-do-	-do-

1	2	3	4	5
60.	S. P. School	Bhalulata	Sundergarh	Tribal
61.	-do-	Daripada	Mayurbhanj	Urban
62.	S. P. School (women)	Daripada	-do-	-do-
63.	S. P. School	Corumahisan	-do-	Tribal
64.	-do-	Kushalada	-do-	-do-
65.	-do-	Remali	Keonjhar	-do-
66.	-do-	Keonjhar	-do-	Urban
67.	-do-	Fakirpur	-do-	Rural
68.	-do-	Boudha	Phulabani	Urban
69.	-do-	Kalinga	-do-	Tribal
70.	-do-	Thakali	-do-	Tribal

2. A questionnaire is developed by the investigator to collect the base line data in respect of the non-formal learners, selected as the sample of the study. The following steps/ procedures are adopted for developing the questionnaire.

a) The questionnaire has five parts. Part-I contains the personal identification data of non-formal learner like name, Age, Sex, Address, Habitations etc.

Part-II contains data relating to family background of the learners like parents, their religion, caste, occupation education, income, other family members of the family etc. Part-III ~~contains~~ of the questionnaire contains data relating ~~to~~ to educational background of the learners like previous schooling, reasons for drop-out (in case of drop-out), reasons for nonentry to the school (in case of freshers), engagements, etc.

The fourth part contains occupational data like nature of engagement, time devoted, income, interest in the job etc. The last part of the questionnaire contains some miscellaneous data like hobbies of the learner, his relationship with different persons etc.

b) 10 experts and the field of non-formal education were requested to judge the relevance of items of different parts of the questionnaire. On the basis of their remarks, the same was modified and the final form was printed.

c) The above questionnaire was administered over the sample for the study. The teachers of the non-formal education centres were requested to administer the questionnaire as per the printed instruction supplied to them.

The copies of ~~master~~ original questionnaire and the instruction to the teachers as well as their English version are given in the appendices.

2. To determine the entry level achievement in respect of arithmetic, mother tongue and environmental experience, three different tests were used. These tests were developed by the Department of Pre-School and Elementary Education, N.C.E.R.T., New Delhi for evaluating the non-formal education (primary level) in the country. Hindi scripts of these tests were translated to Oriya with little modification and administered over the sample. All these three tests have two parts each. Each part carry 25 marks for 30 mins duration. Part I and Part II aim at examining the non-formal learners or primary level I & II respectively. The test items are mainly objective types and very few questions are short answer types. The views of some experts were also taken in respect of their (tests) relevance for determining the entry level achievements as required for the present study, which were cent percent positive. Both Oriya and English version of these three tests are given in the appendices.

3. For measuring the intelligence level of non-formal learners, culture Fair Intelligence Test-Scal-2 (Form-A & B) was administered over the sample. As this test is a standardised one and is used through out the world, in educational research, the investigator used this test without any hesitation.

4. A schedule for assessment of occupational interest of the non-formal learners is developed by the investigator.

- a) Identification of occupational areas is made by collecting relevant informations through literature and other sources of informations.
- b) Suitable occupational areas are retained by obtaining opinions of 20 experts in the field through an opinionnaire, developed by the investigator.
- c) Under each of the occupational area there are 10 items. Suitability of items are judged by the above experts.
- d) An occupational interest inventory is developed by the investigator, in which the learners' reactions to each item of the occupation have been obtained on three point scale.
- e) The reliability and the validity of the inventory have been determined.

Opinionnaire for identification of occupational areas.

The opinionnaire intends to identify the potential occupational areas in which the out of school children in the age group around 8 to 14 are employed or employable through the opinions of the experts who have wide experience.

regarding the world of work suitable to such children.

Through an initial survey conducted in 800 out of school children in the age-group of 9 to 12, the occupational areas were identified. Considering the list is not exhaustive, the ~~xxx~~ valuable opinions of the experts were invited. They were requested to go through the list of occupations and add any other occupation(s) satisfying the above criteria. The list of occupational areas mentioned in the questionnaire is given in the table-4. The copy of the questionnaire is given in the appendix.

Table-4
(List of occupational areas)

Sl. Occupational areas No.	A brief description of the occupation, if required
1. Service	i) serving as a house boy/girl. ii) serving as a hotel boy/girl.
2. Agriculture	i) working in one's own land. ii) working in other's land.
3. Business	
4. Technical & Industrial worker	
5. Animal Farming	
6. Weaving	
7. Carpentry	
8. Pottery	
9. Clay modeling/sculpturing.	
10. Blacksmithing	
11. Fishery	
12. Goldsmith	
13. Laundry	
14. Household Work	
15. Daily labour.	

Occupational interest inventory.

On the basis of the opinions received from the experts through the questionnaire, the investigator developed an occupational interest inventory. 15 occupational areas are retained in the final list. Ten items are prepared for each of the following 15 occupational areas. Thus the total number of items in the inventory are 150. The inventory is constructed on a three point scale in which the learners' reactions have been obtained such as: Like, indifferent and dislike. The suitability of the items in each of the following occupations areas are judged by the above experts.

Occupational areas included in the inventory.

- | | | |
|----------------------------------|-------------------|-------------|
| 1. Service | 2. Agriculture | 3. Business |
| 4. Technical & Industrial worker | 5. Animal Farming | |
| 6. Weaving | 7. Carpentry | 8. Pottery |
| 9. Clay modeling/sculpturing | 10. Blacksmithing | |
| 11. Fishery | 12. Goldsmith | 13. Laundry |
| 14. Household work | 15. Daily labour. | |

To avoid guessing and careless responses the items are arranged in a haphazard and irregular manner. The answers are taken in a separate answer sheet where all the serial numbers of the items are printed.

There are necessary instructions for the administrators of the inventory who will administer the inventory and instructions for the learners (subjects) who will protect their reactions by putting a tick mark at appropriate column like-indifferent-Dislike which are there right to each serial number of the item in the answer sheets. The inventory was meant for the non-formal learners and they were asked to answer all the items without leaving anything. Then the investigator scored the answers. The original Interest inventory in Oriya script as well as its English version are given in the appendix.

5. An interview schedule for parents/guardians of N.F.E. learners is prepared by the investigator to assess the learning needs of learners.

a) Identification learning needs of non-formal learners are made collecting relevant informations through literature and other sources of informations.

b) Suitable learning needs are retained by obtaining opinions of 20 experts with the help of an opinionnaire developed by the investigator.

c) There are 4 to 6 items under each learning need suitability of items are judged by the above experts.

d) An interview schedule is developed by the investigator in which the guardians/parents' reactions to each item of the learning need have been obtained by a 3 point scale.

e) The reliability and the validity of the interview schedule have been determined.

Opinionnaire for identification of learning needs

Identification of learning needs of non-formal learners ~~exist~~ in the age group 9 to 14 is an essential component of the investigation. Through the study of related literature, learning needs of the non-formal learners were identified under certain broad aspects. Such aspects are also found not to be uniform. Moreover it was expected that the needs under different aspects might not have equal importance and some important aspects might have been left out. For this it was necessary to seek opinions of some experts who have wide experience in the field of non-formal education. A list of the experts who were contacted and consulted in different items for giving their valuable opinions is given in the table-5. The experts went through the learning needs identified by the investigator and gave their opinions relating to addition of some other learning needs. All the learning needs are also not of equal importance for which they gave necessary weightage to each of them. Thinking that the total weightage of all the learning needs is 100, they assigned due weightage to each of the needs.

In the 2nd part of the opinionnaire all the learning needs were subdivided into different components. The experts judged the relevance of the components and added or deleted the components when they think proper.

The learning needs, so listed are eight in number. They are:-

- | | |
|---------------------------|--|
| 1. Social recognition | 2. Economic development |
| 3. Better citizenship | 4. Vocational efficiency |
| 5. Cultural development | 6. Worthy utilisation of leisure |
| 7. Successful family life | 8. Understanding and manipulating environment. |

Each of these learning needs has 4 to 6 components. They are given in the table-6. The copy of such opinionnaire is given in the appendix.

Interview schedule for assessment of learning needs

On the basis of the ~~opinionnaire~~ opinions received from the experts final list of learning needs and its components is prepared and an interview schedule is developed by the investigator. As the non-formal learners in the age-group 9 to 14 may not be able to answer the questions listed in the schedule, it is decided to interview the parents/guardians of the learners.

Table-5

(List of Experts)

Sl.	Name and address
1.	Dr. T.N.Dhar, Joint Director, N.C.E.R.T., New Delhi.
2.	Mr. P.N.Patnaik, Joint Secretary (Schools), Ministry of Education & Culture.
3.	Prof. Satya Chusan, Executive Director, NLEPA.
4.	Mr. R.S.Uppal, Sr. Research Officer (Education), Planning Commission.
5.	Mr. B.K.Pandey, Senior Consultant-cum-Secretary, N.F.E., Education Department, Bihar.
6.	Mr. C.Aminulham, Asstt. Director, (NFE and Adult Education) Tamil Nadu.
7.	Mr. S.V.Rachanath, Professor, SCERT, A.P.
8.	Miss V.Lalitha, Professor, SCERT, Madras.
9.	Mr. K.K.Dhamalia, Asstt. Director (NFE), Marjuna.
10.	Mr. Ranbir Manda, Research Officer, S.D. O & L.
11.	Dr. Susuma Bhagia, Fellow, NLEPA.
12.	Prof. B.S. Parash, Dean (Academic) NCERT.
13.	Dr. I.P.Singh, Professor, NCERT.
14.	Prof. H.M.Chaudhary, Professor, NCERT.
15.	Dr. S.Shukla, Professor, NCERT.
16.	Dr. H.D.Srivastava, Professor, NCERT.
17.	Dr. S.N.Dutta, Principal, NCJ, Admer.
18.	Dr. I.S.Chaudhury, Reader, NCERT.
19.	Dr. H.S.Bhagaria, Reader, NCERT.
20.	Dr. J.C.Grewal, Reader, NFE, Bhopal.
21.	Dr. Shailoshwar Prasad, Reader, NCERT.
22.	Dr. K.G.Rastogi, Professor, NFE Group, NCERT.
23.	Dr. (Miss) Pratibha Das Gupta, Reader, NCERT.
24.	Sh. H.L.Sharma, Lecturer, NCERT.
25.	Dr. (Mrs.) Neerja Shukla, Lecturer, NCERT.
26.	Dr. Satish Kumar Yadav, Lecturer, NCERT.
27.	Dr. Sharad Raj Arora, Lecturer, NCERT.
28.	Sh. Nagendra Singh, Junior Project Fellow, NCERT.
29.	Dr. S.SAM, Reader, SCERT, Orissa.
30.	Dr. J.Mohanty, Professor, Utkal University, Orissa.
31.	Dr. S.C.Das, Director, SCERT, Orissa.
32.	Prof. S.Nath, Rtd. Principal,
32.	Prof. S.Nath, Rtd. Principal,
33.	Prof. B.Das, Rtd. Vice-Chancellor, U.U., Orissa.
34.	Prof. A.Swain, Principal, Salipur Training College, Orissa.
35.	Dr. G.S.Mohapatra, SCERT, Orissa.
36.	Sri B.Mishra, M.A.B.Ed., Teacher Educator, S.T.School, Fakirpur.
37.	Sri G.C.Rout, M.A.B.Ed., Teacher Educator, S.T.School, Baripada.
38.	Dr. N.K.Ambasth, Professor, NCERT.

Table - 6

(Learning needs & their respective components.)

Sl. Learning need		Suggested components	
NO.			
1	2	3	
1. Social recognition.		1.1. Community leadership.	
		1.2. Establishing better social relationship.	
		1.3. Utilising social institution in better way.	
		1.4. Requiring a better social status.	
2. Economic development.		2.1. Economic development of an family.	
		2.2. Economic development of his own.	
		2.3. Economic development of the community.	
3. Better Citizenship.		3.1. To understand one's own duties & responsibilities.	
		3.2. To understand one's own right.	
		3.3. To participate in civic activities.	
4. Vocational efficiency		4.1. Choice of vocation.	
		4.2. Acquiring pre-requisites for entering in to a vocation.	
		4.3. Acquiring knowledge of various vocations.	
		4.4. Improvement of present vocation if any.	
		4.5. Acquiring scheme related to vocation.	
		4.6. Acquiring work experience.	
5. Cultural development.		5.1. To understand cultural elements.	
		5.2. To appreciate cultural elements.	
		5.3. Involvement in cultural activities.	
		5.4. Transmission of cultural heritage.	
6. Worthy utilisation of leisure.		6.1. Reading books, news papers periodicals etc.	
		6.2. Attending clubs, seminars etc.	
		6.3. Writing articles, drawing pictures etc.	
		6.4. Involvement in social works.	

7. 4

1	2	3
7. Successful family life	7.1. Understanding & discharging duties & responsibilities as a family member.	
	7.2. Guiding ones children in proper line.	
	7.3. Taking proper care of ones relations & family.	
	7.4. Child care.	
8. Understanding & manipulating the environment.	8.1. Handling modern articles.	
	8.2. Establishing rapport with the environment.	
	8.3. Behaviour pattern with others.	
	8.4. Utilisation of environmental resources.	

There are 8 members of learning needs as stated earlier and each of them has 4 to 6 items in the schedule. Suitability of the items were judged by the experts. There are necessary instructions for the interviewers as well as for the guardians/parents of the learners. The interview is to ask the question to get the answers on the 3 point ~~2 point~~ ~~xxxxxx(1) Uncertain(2)~~ 3 point scale i.e. (1) Yes (2) Uncertain (3) No. All the questions are asked without leaving anything. There are separate answer sheets in which all the serial numbers of the items of the interviews schedule are printed and there are three columns :-yes, uncertain and no right to each of the items. The interviewer is to mark the responses of the guardians/parents of the non-normal learners by putting a 'x' mark on the appropriate place. On the basis of such answers the learning needs of ~~the non-normal learners~~ the non-normal learners are assessed.

The original interview schedule in oriya script as well as its English version are given in the appendix.

Methods of analysis:

Analysis of data for the present investigation has been done in conformity with the objectives and hypotheses as formulated by the investigator. The main purpose of the learning needs and occupational interest of the non-formal learners. Hence the data collected are tabulated.

~~study~~

Analysis of data for studying the general pattern of the achievements, intelligence, learning needs and occupational interest is made. Sub-sample analysis in respect of variations like place of habitations (rural/urban/tribal), sex (male/female), age group (9 to 11 and 11 to 14) to study the difference in achievements, intelligence, learning needs and occupational interests of above categories of non-formal learners are also done. The details of analysis have been given in the following chapter along with the findings.

~~XX~~

CHAPTER - V
Analysis and Interpretation.

ANALYSIS OF THE DATA:

This chapter has been devoted to the analysis and interpretation of data. The analysis has been divided in to 3 sections. In section 'A'-Analysis and interpretation of the data relating to study of the entry level characteristics of the non-formal learners in the age group 9 to 14 have been done. In section 'B' - Analysis and interpretation of the data relating to assessment of the learning needs were made. In section 'C' - Analysis and interpretation are done in respect of the occupational interest of the nonformal learners.

V.I. Section-A-

Human behaviour is not so simple. The behavioural pattern is dependant to many factors like Sex, Age, Culture, Education, Occupation and Aptitudes etc. Hence the needs and interests of different individual will be different. Similarly the needs and interests will also be different in case of non-formal learners in the age group 9 to 14. As we are going to analyse the learning needs and occupational interest of nonformal learners, it is necessary to discuss and analyse the factors influencing such needs and interests. Those factors refer to entering characteristics of such non-formal learners.

V-1.1. Distribution of non-formal learners according to sex and behaviours

Investigator had to take 5% of total population of the study as the sample in the age group 9 to 14. 5% became 600 and some odds. Hence it was decided to take up 600 learners as the sample of the study as per the following distribution.

Table-7
Distribution of Non-formal learners according to sex and behaviour

	Rural	Urban	Tribal	Total
Male	100	100	100	300
Female	100	100	100	300
Total -	200	200	200	600

The table shows that 300 boys and 300 girls are taken at the rate of 100 from each category of the habitation- Rural, Urban and Tribal.

V.I.II. Age group variation of nonformal learners according to habitation and sex.

The samples are grouped in to 2 age group i.e. 9 to 11 and 12, to 14. The distribution of these two category of age group along with habitation and sex is given in the following table.

Table-8

Distribution - Men

Age group	Rural	Urban	Tribal	Total
9 to 11	26	33	49	108
12 to 14	74	67	51	192
Total	100	100	100	300

Distribution - Women

9 to 11	46	42	41	129
12 to 14	54	58	59	171
Total	100	100	100	300
G.Total	200	200	200	600

The table shows that there is greater percentage of learners in the age group of 12 to 14 than the in age group of 9 to 11. It is also revealed that the difference is more in case male than female.

V.I.III

Caste variation of nonformal learners according to sex and habitation

Caste difference of the non-formal learners participated in the study is shown in the following table. Sample was divided in to 3 categories of caste i.e., S.C., S.T. and General and caste variation was tabulated according to sex and habitations (Rural, Urban and Tribal)

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Tab 9-9

Caste Variation														
Sl. No.	Castes	Rural			Urban			Tribal			Total	Grand Total	Percentage	
		Male	Female	Total	Male	Female	Total	Male	Female	Total				
1	S.C.	70	72	142 = 71%	56	46	104 = 52%	18	24	44 = 22%	146	144	290	48.3
2	S.V.	6	6	14 = 7%	11	6	17 = 8.5%	73	68	141 = 70.5%	40	82	172	28.7
3	General Caste	24	20	44 = 22%	31	48	79 = 39.5%	9	6	15 = 7.5%	64	74	138	23

It is revealed from the above table that the highest percentage of non-formal learners are in S.C. and lowest in the general caste. Nearly 40% of S.C., nearly 29% of S.T and 23% of general caste learners are there in the sample. It is further observed that percentage of S.C. is more in rural and urban areas where S.T. is more in tribal area. General castes have the second place in the rural and urban areas and third place in the tribal areas. Percentages of S.C. as distributed in rural, urban and tribal areas are 71%, 52% ~~in rural, urban and tribal areas~~ and 22% respectively. S.T. distributed rural/urban/tribal areas as 7%, 8.5% and 70.5%. Similarly general castes as distributed in these ~~three~~ ~~xxx~~ 3 areas are 22%, 39.5% and 7.5%.

V.I.IV.

Variation in regards to previous schooling according to sex and habitation.

The sample selected for the study belongs to both freshers and dropouts, males and females. Variation in respect of previous schooling are shown as under in table-10, which gives a clear picture of the same.

Table-10

(Analysis of previous schooling & classwise break up)

Class attended	Rural		Urban		Tribal		Total	Percentage
	Male	Female	Male	Female	M	F		
nil	32	36	19	21	38	49	195	32.5%
I	12	18	21	24	20	14	109	18.16%
II	34	30	38	37	38	35	213	35.5%
III	18	15	16	14	4	2	69	11.5%
IV	3	1	3	2	-	-	9	1.5%
V	1	-	2	2	-	-	5	0.84%
Total	100	100	100	100	100	100	600	100%

From the above table it is revealed that 32.5% learners (Nearly 30% of male learners and 35% of female learners) are freshers, that means they have not at all attended any school. The rest 67.5% of learners are dropouts. It is also seen that nearly 18% of learners have left the school from class-I, 35.5% of learners have left the school from class-II, 11.5% of learners have left from class-III, 1.5% of learners have left from class-IV and nearly 1% ~~have~~ learners have left the school from class-V. Maximum number of learners are leaving the school from class-II.

V.I.V. Variation in respect of reasons for dropouts.

The reasons for dropping out ~~essentially~~ before the completion of the primary level schooling are many. The following table will show the real picture of the same.

Table-11

(Analysis of factors influencing drop out according to sex and habitation)

Sl. No.	Reasons for drop out.	Rural		Urban		Tribal		Total	Percentage
		M	F	M	F	M	F		
1.	Parents/guardians have no interest for the education of their children.	44	48	45	51	46	38	272	67.1
2.	Poor economic condition of the family.	38	40	42	47	41	35	243	60
3.	Cruel behaviour due to failure in the study of teacher.	1	3	2	4	1	1	12	3
4.	Discouragement due to failure in the study.	6	8	9	12	11	14	60	14.8
5.	Parents' disinterest for the curricular programme of the school.	x	x	x	x	x	x	x	0
6.	Continuous illness of the children.	2	3	2	4	2	3	16	4
7.	Lack of nearby school	1	2	x	1	4	6	14	3.5
8.	Lack of school building and teaching aids etc.	x	x	x	x	x	x	x	0
9.	Negligence/irregularity in the teaching programme in the school	1	xx	x	1	6	8	16	4
10.	For other reasons.	8	6	4	7	6	5	36	9

The total number of nonformal learners in the sample is 600, out of which 195 freshers and 405 drop outs.

These 405 drop outs have given one or more reasons for their discontinuance of study before the completion of primary education (up to class-v). It is ~~discovered~~ observed that nearly 67% of the drop outs have discontinued the study as the parents/guardians have no interest for their education. This may be due to ignorance of these parents/guardians. Another ~~reason~~ reason pointed out by nearly 60% of the learners in 'poor economic condition of the family'. Nearly 15% of the learners have dropped out

for failure in the study. 9% of the drop outs have shown other reasons such as due to sudden ~~reasons~~ death ^{of} father/mother etc. 4% each have dropped out for continuous illness and negligence of teachers in the school programme. 3.5% have opted for lack of nearby school and another 3% have opted for cruel behaviour of an teacher towards the learners.

The above analysis ^{is} valid for total sample. But there are certain significant variations found when sub sample analysis is done.

405 dropouts taken in the sample are distributed as follows -

Rural male dropouts	- 68
Rural male female dropouts	- 64
Urban male drop outs	- 79 81
Urban female dropouts	- 79
Tribal male dropouts	- 62
Tribal female dropouts	- 51

Total- 405.

Analysis of dropouts

-:41:-

Table-12

Sub-sample analysis for crops cuts

sub-sample	serial numbers of the reasons for crops cuts given in table-11									
	1	2	3	4	5	6	7	8	9	10
Rural	14/68 or 65%	35/68 or 56%	1/68 or 1.5%	6/68 or 9%	0/68 or 0%	2/68 or 3%	1/68 or 1.5%	0/68 or 0%	1/68 or 1.5%	8/68 or 11.76%
Rural - ferals	48/64 or 75%	40/64 or 62.5%	3/64 or 4.7%	8/64 or 12.5%	0/64 or 0%	3/64 or 4.7%	2/64 or 3.1%	0/64 or 0%	0/64 or 0%	6/64 or 9.4%
Urban male	45/81 or 55.5%	42/81 or 52%	2/81 or 2.5%	9/81 or 11.1%	0/81 or 0%	2/81 or 2.5%	0/81 or 0%	0/81 or 0%	0/81 or 0%	4/81 or 5%
Urban female	51/79 or 64.6%	47/79 or 60%	4/79 or 5%	12/79 or 15%	0/79 or 0%	4/79 or 5%	1/79 or 1.3%	0/79 or 0%	1/79 or 1.3%	7/79 or 8.8%
Tribal male	46/62 or 75.1%	41/62 or 66.1%	1/62 or 1.6%	11/62 or 17.7%	0/62 or 0%	2/62 or 3.2%	4/62 or 6.5%	0/62 or 0%	6/62 or 9.7%	6/62 or 9.7%
Tribal female	38/51 or 74.5%	35/51 or 68.6%	1/51 or 2%	14/51 or 27.5%	0/51 or 0%	3/51 or 6%	6/51 or 11.8%	0/51 or 0%	8/51 or 15.7%	5/51 or 9.8%

In sub-sample analysis it is observed that the interest of the parents towards the education of the children is a great factor. All the categories of learners tends to ~~show~~ show this reason as most important, of course there are little difference in percentage. Similarly all the categories have shown * 'poor economic condition of the family' as the second great factor for discontinuance of their studies. Another factor marked is the 'failure in the study'. This factor is significantly marked in case of Tribal male (nearly 18%) and Tribal female (nearly 27.5%). 5 to 6% of rural, urban and tribal learners have opted continuous illness as to be the factor for dropout. 5 to 6% of rural and urban female have pointed out the cruel behaviour of the ~~xxxxxx~~ teacher as the cause for their drop out. Nearly 7% Tribal males and 12% of Tribal females showed 'lack of nearby schools' as the factor for discontinuance. Nearly 10% of Tribal male and 16% of Tribal females have pointed out 'the negligence and irregularity of the teachers in the school work' as the factor for drop outs. Other factors as indicated by the learners are not so significantly marked and those are less than 5%. Other reasons shown by these learners of different categories are different- not same. These are personal factors and can not be considered to be significant.

V.I.VI. Variation in respect of factors for not attending school

There are non-formal learners who have not attended any school till they are admitted in to the non-formal education centres. The reasons for such non-attendance are many. Table-13 shows the clear picture of the same.

Table-13

Sl. Reasons for not	Rural		Urban		Tribal		Total	%age
No. attending school	M	F	M	F	M	F		
1. Parents/guardians have no interest for children's education.	19	23	9	11	26	32	120	120/195 = 61.5%
2. Poor economic condition of the family.	21	22	10	14	28	31	126	64.6%
3. Lack of nearby schools.	1	2	-	-	4	5	12	6%
4. Continuous illness of the learner.	1	2	1	2	-	1	7	3.6%
5. Physical deformity of the learner.	1	1	-	1	1	2	6	3%
6. Parents/guardians have no interest in the system of education.	x	x	x	x	x	x	x	0%
7. Parents/guardians are not conscious for values of education.	17	15	9	9	16	19	85	43.6%
8. Any other reasons.	4	5	2	2	3	4	20	10%

It is observe that the reasons for not attending the schools at all, are some how similar to the reasons for dropouts. Most of the learners show the reasons for not attending the schools as (1) parents' indifferent attitudes towards their education and (2) poor economic condition of the family. A marked number of learners also give reasons for not attending the school as to their parents' ignorance regarding the values of education.

Out of the 195 nonformal learners who have not at all attended the school(freshers), 120 i.e. 61.5% of learners have not attended any school as their parents have no interest for their education. 64.6% have not attended any school due to poor economic condition of their

family. 6% of freshers did not attend the school due to lack of nearby schools. 3.6% did not attend the school for continuous illness and 3% for physical deformity etc. 43.6% did not attend the school as their parents don't understand the value of education. 10% of the freshers did not attend the school for other reasons like death of Father/mother etc.

It is found from this analysis that the 'poor economic condition of the family' is number one and 'parents' disinterest is the number two reasons for not attending the school whereas this is just reverse in case of dropouts.

V.1.VII.

Variation in regards to present engagement of
the nonformal learners.

The nonformal learners both freshers and dropouts may have some or other engagement at present. The following table shows the same according to sex and habitations.

Table-14

(Table showing variations among the nonformal learners engaged in different engagements according to sex and habitations)

Sl. Nature of No. engagements	Urban		Rural		Tribal		Total		Total
	M	F	M	F	M	F	M	F	
1. Engaged in Earning.	46	37	42	26	54	51	142/300	114/300	256/ 600

From the above analysis it is found that 42.66% of total learners are engaged in earnings, out of which 47.3% are boys and 38% are girls. 16.16% are helping their parents in their occupation, out of which 18% are boys and 14.33% are girls. 30.66% of learners are helping their parents in house hold work, out of which 23.66% are boys and 37% are girls. Only nearly 1% are engaged in study at home. But 10% of learners are not doing really anything. They are playing and spoiling time unnecessarily.

We may discuss in details and separately now. 46% of urban boys, 37% urban girls, 42% rural boys, 26% rural girls, 54% tribal boys and 51% tribal girls are engaged in earnings. It is seen that tribal boys and girls are engaged in earnings more in numbers. Whereas rural boys and girls are engaged in earnings ~~numbers~~ are less in numbers. Urban boys and girls are in between these ~~two~~ two points. But the situation is opposite in case of the learners engaged in helping the parents in their occupation. 23% of rural boys and 20% rural girls help the parents in their occupations whereas only 1% tribal boys and 11% of tribal girls do the same. The percentages of urban boys and urban girls are 17% and 12% respectively, who help the parents in their occupations.

The nonformal learners engaged in helping the parents in the house works are- urban boys-24%, urban girls-41%, rural boys-21%, rural girls-39%, tribal boys- 26% and tribal girls- 31%. It is observed that more percentage of female learners help the parents in the house work than that of the male learners. Below 1% of nonformal learners only are engaged in study at home privately, which can not be considered significant.

But 10% of total nonformal learners are not engaged in any substantial work. The percentage is more in case of rural boys (13%) and rural girls (14%) than other categories of nonformal learners like tribal boys (6%), tribal girls (7%), urban boys (11%) and urban girls(9%).

V.I.VIII.

Variation of nonformal learners in respect of their achievement levels as assessed through achievement test in Arithmetic, Language and environmental experience.

Achievement levels of all the nonformal learners are not same and equal as they have left the

schools at different levels and the goals are also different. Besides that some learners have not at all attended any school. As such there is great difference in achievement levels of the nonformal learners at the time of entry in to the nonformal education centers. Three different achievement tests are administered over them, one in arithmetic, another in language and the third one is the environmental studies.

In the U.S. common examination the results are grouped ~~xxxxxx~~ in to 6 categories as follows :-

- 'O' grade - 70% and above marks in aggregate.
'A' grade - 60% and above but below 70%
'B' grade - 45% and above but below 60%
'C' grade - 25% and above but below 45%
'D' grade - 15% and above but below 25%
'Fail' grade - below 15% in aggregate.

The similar procedure has been followed by the investigator her . All the scores are grouped into 6 categories like - O, A, B, C, D and E. The following table shows the variations in respect of achievement level according to self and hesitations on one hand and the aggregate marks obtained on the other hand in achievement test.

~~SECRET~~

THE UNIVERSITY OF CHICAGO

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№, 144048	Модель	Курсак	Нитчат	Земляк	Боксак	Скородак	Халы
№,	Курсак						

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(Showing variations of nonforal learners in respect of the achievement level according to sex and habitation)

Sl. No.	Graies scores' range	Rural						Urban						Total		G.Total		Percentage
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	M	F	
1.	O 70% & above	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil
2.	A 60% & above																	
	but below 30%	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil	nil
3.	B 45% & above																	
	but below 60%	6	5	11 =	7	6	13 =	2	1	3 =	15 =	12 =	27	4.5%				4.5%
				5.5%			6.5%			1.5%	5%							
4.	C 25% & above	13	9	22 =	14	11	25 =	3	2	5 =	30 =	22 =	52	8.6%				8.6%
	but below 45%			11%			12.5%			2.5%	10%	7.32%						
5.	D 15% & above	35	29	64 =	30	34	72 =	29	26	57 =	102 =	91 =	193	32.2%				32.2%
	but below 25%			32%			36%			28.5%	34%	30.33%						
6.	E below 15%	46	57	103 =	41	49	90 =	66	69	135 =	152 =	175 =	326	54.6%				54.6%
				51.5%			45%			17.5%	51%	58.3%						
Total		100	100	200	100	100	200	100	100	200	300	300	600					

From the above table it is observed that no nonformal learner is able to achieve 'O' grade or 'A' grade. It is also noticed because no student has completed the primary level education. It is also noted that the achievement level of the learner also to some extent is below to their previous study. This is mainly due to time gaps in between the leaving the school and entry in the nonformal education centres. Only 1.5% of the total sample could achieve 'B' grade (4.5% and above but below 60% of marks). Nearly 9% of nonformal learners could achieve 'C' grade (25% and above but below 45% of total scores). Nearly 32% of learners could achieve 'D' grade (15% and above but below 25% of total marks). 54.5% of total sample secured ~~the~~ 'E' grade (below 15% of marks i.e. 0% to 15%). It may be due to presence of 32.5% of learners, who have not attended any school till they enter in to the nonformal education centres.

It is also observed from the analysis that male learners could achieve more scores and secure better grades than the female learners to some extent.

5% of male and 4% of female learners secure 'B' grade, 10% of male and 7.33% of female learners obtain 'C' grade. 34% of male and 30.33% of female learners get 'D' grade. But 51% of male and 58.3% of female learners are there in the 'E' grade.

It is further observed that 5.5% of the rural learners, 6.5% of the urban learners and 1.5% of the tribal learners obtain 'B' grade. Similarly 11% of the rural learners, 12.5% of the urban learners and 2.5% of the tribal learners secure 'C' grade. Again 32% of the rural learners, 36% of the urban learners and 28.5% of the tribal learners obtain 'D' grade. But 51% of the rural learners, 45% of the urban learners and 67.5% of the tribal learners have 'E' grade.

It indicates that the achievement level of the urban learners are little higher than that of the rural and the tribal learners. The achievement level of the tribal learners are least.

V.I.IX. Variation of nonformal learners in respect of achievement in Arithmetic according to sex and habitations.

The Arithmetic test was administered over the sample as discussed earlier. The scores so obtained are graded in to ~~the~~ categories like:- 'O', 'A', 'B', 'C', 'D' and 'E' grades. The gradation is done just like the earlier one.

ann. Table 16 shows the gradation and distribution of scores of the said arithmetic test, sex and habitation wise.

Table-16

(Table 16 showing gradation and distribution of achievement score in arithmetic test according to sex and habitation)

Sl. Grades	Scores' range	Rural		Urban		Tribal		Total		Grand total	percentage
		N	F	N	F	N	F	M	F		
1. C	70% and above	nil	-	-	-	-	-	-	-	-	-
2. A	60% and above	1	-	1	-	-	-	2=	-	2	0.38%
	but below 70%							0.66%			
3. B	55% and above	9	7	11	9	3	2	5=	23=	18=	41
	but below 60%							2.5%	7.66%	6%	6.83%
4. C	25% and above	17	12	29	16	5	3	8=	40=	31=	71
	but below 45%							4%	13.33%	10.3%	11.83%
5. D	15% and above	37	32	69	35	35	31	66=	113=	98=	211
	but below 25%							33%	37.66%	32.66%	35.16%
6. E	below 15%	36	29	65	40	57	64	121=	122=	153=	275
								60.5%	40.66%	51%	45.83%
Total		100	100	200	100	100	100	200	300	300	600

From the above analysis it is found that 'no' learners has secured 'O' grad in achievement test in Arithmetic. Only one rural male and one urban male learners have managed to secure 'A' grade in the group. It is also observed that the achievement level of the nonformal learners in Arithmetic is slightly higher than that of the total achievement in Arithmetic, language and environmental study as shown in the table-15. 0.33% of the total sample secure 'A' grade. Nearly 7% secure 'B' grade, nearly 12% secure 'C' grade, nearly 35% get 'D' grade and at rest nearly 46% get 'E' grade. Male learners show better achievements than the female learners. Nearly 1% male learners and 0% female learners are in 'A' grade. Nearly 8% male learners and 6% female learners are in 'B' grade. Nearly 13% male and 10% female learners secure 'C' grade. Nearly 36% male and 33% female learners obtain 'D' grade. And nearly 41% of male and 51% of female learners secure the lower grade i.e., 'E' grade.

It is also observed that urban learners show little higher achievement than the rural and the tribal learners. Tribal learners show the least achievements. .5% of urban learners get 'A' grade where as .5% of rural and 0% tribal learners get the same grade. 10% of urban learners gets the 'B' grade, where as 8% of the rural and the 2.5% of the tribal learners get the same grade. There are 17% of urban, 14.5% of rural and 4% of tribal learners are in the 'C' grade. 38% of urban, 34.5% of rural and 33% tribal learners obtain 'D' grade. In the lowest grade 'E' there are 34.5% of urban, 42.5% of rural and 60.5% of tribal learners. In all these cases rural, urban and tribal, the male learners show little higher achievement than the female learners.

V.I.X.

Variation of nonformal learners in respect of achievement in language according to sex and habitations.

The language test was administered over the sample. The scores obtained are graded in to six grades as 'O', 'A', 'B', 'C', 'D', 'E'. The gradation is done as it was done in earlier cases. Table-17 gives the clear picture of the gradation and distribution of scores in the language test according to sex and habitations.

Table - 17

Language test

(Table showing correlation of achievement scores in/according to sex and habitations)

Sl. No.	Grades scores range	Rural		Urban		Total		Total	Grand total	Percentage
		N	Total	N	Total	N	Total	%		
1.	O 70% and above	-	-	-	-	-	-	-	-	-
2.	A 60% and above but below 80%	-	-	-	-	-	-	-	-	-
3.	B 45% and above but below 60%	6	12= 6%	6	13= 6.5%	1	3= 1.5%	14= 4.66%	28	4.66%
4.	C 25% and above but below 45%	12	22= 11%	11	20= 10%	2	4= 2%	25= 6.33%	46	7.66%
5.	D 15% and above but below 25%	31	57= 29.5%	30	55= 27.5%	22	46= 23%	85= 25.3%	158	26.33%
6.	E Below 15%	51	103= 54.5%	53	142= 56%	75	147= 72.5%	192= 56.66%	368	61.33%
Total		100	100	100	100	100	100	300	300	500

It is observed from the above table that none of the nonformal learners is able to achieve 'O' grade in language test. Nearly 5% of total sample secure 'D' grade, 71% as nearly 8% and 20% achieve 'C' grade and 'B' grade respectively. The rest 61% of the sample are in the lowest grade 'E'. This shows that an achievement of nonformal learners in language is slightly less than the achievement in Arithmetic and total achievement in combination tests of Arithmetic, Language and Environmental study.

It is also observed that the achievement of male and female learners in respect of language is almost of same ~~international standard~~ standard. In 'B' grade nearly 5% of male and 5% of female learners fall. In 'C' grade nearly 6% of male learners and 7% of female learners fall. In 'D' grade 20% male and 24% female learners fall. And in the lowest grade 'E' nearly 59% of male and 64% of female learners fall.

It is also found that the achievement of rural nonformal learners is almost of same standard as to the achievement of urban nonformal learners. Out the total nonformal learners namely 10.3% of rural, 6.5% of urban and 1.5% of tribal learners ~~is~~ fall in the 'B' grade. ~~29.5% rural, 27.5% of urban and 2% tribal learners fall in the 'C' grade. 29.5% rural, 27.5% of urban and 2% tribal learners fall in the 'D' grade. 54.5% of rural, 56% urban and 73.5% of tribal learners fall in 'E' grade.~~ 11% of rural, 10% urban and 2% tribal learners fall in the 'C' grade. 29.5% rural, 27.5% of urban and 2% tribal learners fall in 'D' grade. 54.5% of rural, 56% urban and 73.5% of tribal learners fall in 'E' grade.

V.1.ii. Variation of nonformal learners in respect of achievement in Environmental study according to sex and habitations.

An achievement test in environmental study was administered over the sample as discussed earlier. The scores obtained are grouped in to '6' categories namely 'O' grade, 'A' grade, 'B' grade, 'C' grade, 'D' grade and 'E' grade as done in previous cases. Table-16 gives the real descriptions of the gradation and distributions of scores among the nonformal learners.

Table - 18

(Table showing gradation and distribution of achieve and scores in environmental study according to sex and institutions)

Sl. No.	Grades	Scores range	Rural		Urban		Total		Total	Grand Total	Percentage
			M	F	M	F	M	F			
1.	O	70% and above	-	-	-	-	-	-	-	-	-
2.	A	60% and above but below 70%	-	-	-	-	-	-	-	-	-
3.	B	45% and above but below 60%	5	4	9	8	17	1	15	28	4.66%
							8.5%	1%	5	4.3%	
4.	C	25% and above but below 45%	12	8	20	13	20	2	27	47	7.83%
							11.5%	2%	9	6.66%	
5.	D	15% and above but below 25%	31	21	55	36	68	25	93	172	28.66%
							34%	24.5%	31%	26.33%	
6.	E	Below 15%	52	64	116	42	92	71	165	353	58.63%
							45%	72.5%	55%	62.66%	
Total			100	100	200	100	100	200	500	600	

From the above table it is observed that none of the learners could secure 'A' or 'B' grade. The standard of achievement in environmental study is ~~not~~ slightly less than the standard of achievement in arithmetic and the combined achievement in arithmetic, language and environmental study. Nearly 5% of total sample fall in the 'D' grade, nearly 8% in the 'C' grade, nearly 26% in the 'B' grade and the rest nearly 59% are in the 'E' grade.

It is further observed that male learners show better achievement to a great extent than female learners. In the 'D' grade 5% of male and nearly 4% of female learners fall. In the 'C' grade 9% of male and nearly 7% of female learners fall. In the 'B' grade 31% of male and nearly 26% of female learners fall, whereas in the 'E' grade 55% of male and nearly 63% of the female learners fall.

It is also seen from the analysis that urban learners could show higher achievements than the rural and tribal learners. The tribal learners achieve less. 8.5% of urban, 4.5% of rural and 1% of tribal learners secure 'D' grade. Similarly 11.5% of urban, 10% of rural and 2% of tribal learners could get 'C' grade. 31% of urban, 27.5% of rural and 24.5% of tribal learners get 'B' grade. In the last grade 'E' 46% of urban, 56% of rural and 72.5% of tribal learners fall.

-X-X-X-X-X-X-X-X-X-X-X-X-X-X-X-X-

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V.2.1.

Section-B :-

Man is a social animal and different from other animals for his learning. He is a part of the society where he/she lives in. He has a number of needs- individual needs and social needs. These needs are influenced by various factors relating to environment in which he/she lives in, his/her occupation, his/her sex, socio-economic status etc. The pattern of needs differ from individual to individual and place to place.

In this section, analysis and interpretation of data with regards to identification of the learning needs of the nonformal learners have been made in terms of the objectives formulated by the investigator. Data relate to learning needs like (1) Social recognition (2) Economic development (3) Better citizenship (4) Vocational efficiency (5) Cultural Development (6) worthy utilisation of leisure. (7) Successful family life (8) Understanding and manipulating environment.

These eight needs have been analysed and interpreted separately. The different areas of analysis are as follows:-

1. Social recognition, ~~acquire~~ ^{acquire}
 - 1.1. To ^{acquire} social leadership
 - 1.2. To establish good relationship
 - 1.3. To participate and organise social institution and functions.
 - 1.4. To establish social status.
2. Economic Development
 - 2.1. To improve family's income
 - 2.2. To increase own income
 - 2.3. To develop economy of the community
 - 2.4. To utilise economic developmental agencies properly.
3. Better Citizenship
 - 3.1. To be a good citizen
 - 3.2. To claim one's civic right
 - 3.3. To participate in political activities
 - 3.4. To help the person in distress
 - 3.5. To advise the neighbour/villagers for proper participation in civic activities.
 - 3.6. To resist anti-social activities.

4. Vocational efficiency

- 4.1. To choose a suitable vocation
- 4.2. To acquire knowledge, efficiency and experience for a vocation
- 4.3. To get informations about a vocation appropriate for him.
- 4.4. To improve one's present vocation
- 4.5. To acquire skill for a vocation
- 4.6. To gain work experience.

5. Cultural development.

- 5.1. To understand cultural elements
- 5.2. To judge and improve cultural elements
- 5.3. To participate actively in cultural activities
- 5.4. To transmit cultural heritage

6. Worthy utilisation of leisure.

- 6.1. To read papers, magazine, book at the leisure time.
- 6.2. To attend social function and to take part in management of social institution
- 6.3. To write articles; to draw picture etc.
- 6.4. To take part in social work

7. Successful family life

- 7.1. To perform duties as a member of the family
- 7.2. To guide one's children
- 7.3. To take care of relatives and family members
- 7.4. To take care of the children
- 7.5. To make a happy family
- 7.6. To maintain healthful family life.

8. Understanding and manipulating environment

- 8.1. To use modern household articles properly
- 8.2. To maintain close relationship with the environment
- 8.3. To behave properly with others
- 8.4. To use environmental and natural resources for personal and social development
- 8.5. To understand the inner potentialities of the environment.

All these above aspects have 4 to 6 components. While scoring, we give 2 points for 'yes', one point for 'uncertain' and '0' point to 'no' responses. On the basis of this scoring we consider an aspect to be a need or not. For example- Social recognition has four components. Maximum score may be given is '8' and minimum score may be given is '0'. Hence, if an individual secures 50% or 8 or

above 1.1. 4 or above we consider this aspect of 'social recognition' is a learning ^{need} of the nonnormal learner. If he secures less than 4, then we don't consider it as a learning need of the learner. Similarly all other aspects are scored. and 50% and above is taken to be a learning need. The learning needs as responded by the parents/guardians of the nonnormal learners with the help of the interview schedule are shown in the table-21 here under.

Table - 21

(Analysis of learning needs according to sex and habitation)

Sl. No.	Learning needs	Rural		Urban		Total		Total		Grand Total	percentage
		M	F	M	F	M	F	M	F		
1.	Social recognition	92	64	84	55	139= 69.5%	57	143= 71.5%	176	438	438/600 = 73%
2.	Economic development	95	63	98	68	166= 83%	77	173= 86.5%	206	297	54.33%
3.	Better Citizenship	70	47	75	49	127= 63.5%	38	90 = 45%	134	254	55.66%
4.	Vocational efficiency	100	91	100	69	169= 94.5%	88	184= 92%	268	564	94%
5.	Cultural development	15	24	13	28	41= 20.5%	27	48= 24%	79	125	21.33%
6.	Utilisation of leisure	90	92	36	93	101= 90.5%	67	171= 85.5%	270	533	89%
7.	Successful family life	85	96	82	97	179= 89.5%	92	182= 91%	235	542	90.33%
8.	Understanding and manipulating environment.	64	66	62	60	122= 64%	57	113= 56.5%	133	365	60.83%

from the above analysis, it is observed that highest number of nonformal learners come to nonformal education centres to learn with an aim to have better vocational efficiency as indicated by their parents/guardians. It is 94% of the total sample.

Other important learning needs of the nonformal learners are : Economic development (nearly 83%), Worthy utilisation of leisure (nearly 89%), successful family life (77%), social recognition (73%), Understanding and manipulating environment (nearly 61%), Better citizenship (nearly 56%). But less importance has been given to cultural development. Only 21% have opted for this aspect of needs. The people also don't give much importance on the 'better citizenship'. It is only 56%. This shows their ignorance and indifference for civic rights and activities.

It is also observed that more percentage of male learners have the learning needs like - social recognition, economic development, better citizenship and vocational efficiency than the female learners as indicated and in responses.

But more percentage of female learners in comparison to the male learners have the needs like cultural development and successful family life. The learning needs 'understanding and manipulating environment' is equally important for the male and female learners. There is no much difference. ~~It is further observed that~~

It is further observed that rural people show more positive attitude in respect of social recognition than that of the urban (69.5%) and tribal people (71.5%). But in respect of better citizenship, there is more positive response from urban people (63.5%) than the rural (58.5%) and tribal people (45%). Similarly in respect of cultural development the positive response from tribal people (24%) is more than the rural (19.5%) and urban people (20.5%).

In respect of learning needs like, economic development, vocational efficiency and successful family life the responses from rural people, urban people and tribal people are almost equal. There is no much difference. But in respect of learning needs like worthy utilisation of leisure and understanding and manipulating environment tribal people show less positive responses than the urban and rural. Now we will analyse all the learning needs with their components separately according to sex and habitations.

7.2.2. Analysis of learning need- 'social recognition' according to sex & habitations.

This need has 4 components as indicated in table-22. The subjects analysis is done according to sex and habitation.

Table-22

(Analysis of learning need- 'social recognition' and its components according to sex and habitations)

Sl. Components of social recognition	Rural			Urban			Total			Grand Total	Percentage
	I	F	Total	I	F	Total	I	F	Total		
1.1. To acquire social leadership	93	64	157 = 78.5%	86	59	145 = 72.5%	89	60	149 = 74.5%	268 = 183 = 451	75.16%
1.2. To establish good relationship	96	90	186 = 93%	93	87	180 = 90%	92	91	183 = 91.5%	281 = 268 = 549	91.5%
1.3. To participate in social organizations and functions	90	65	155 = 77.5%	84	57	141 = 70.5%	86	57	143 = 71.5%	260 = 179 = 439	73.16%
1.4. To establish better social status.	87	60	147 = 73.5%	79	54	133 = 66.5%	77	52	129 = 64.5%	243 = 166 = 409	68.16%

From the above table it is seen that highest number of persons have opted for the component of establishing good relationship with others. It is 91.5% of the sample. Other components like (1) social leadership, (2) Participating in social organisations and functions and (3) establishing better social status have nearly 75%, 73% and 68% responses respectively. The component-establishing good relationship is important for both male and female learners almost to same extent. But other three components are less important for male learners than the female learners. For social leadership nearly 89% of male learners and 61% of female learners, for participation in social organisations and functions nearly 87% of male learners and nearly 58% of female learners, for establishing social status 81% of male learners and nearly 55% of female learners need learning.

For social leadership- little more rural learners (78.5%) are interested than the urban learners (72.5%) and Tribal learners (74.5%). To establish good relationship all category of learners rural (93%), urban (90%) and tribal (91.5%) show their interest ~~in social organisations and functions~~ approximately to same extent. To participate in social organisations and functions 77.5% of rural people, 70.5% of urban people and 71.5% of tribal people give their positive responses. For better social status, more percentage of rural persons (73.5%) are interested than the urban persons (66.5%) and tribal persons (64.5%).

V.2.3. Analysis of learning needs: Economic development and its components according to sex and habitations.

This need has also 4 components as identified by the investigator. This is indicated and analysed in chart-23 here under. The analysis is done component wise according sex and habitations.

(Analysis showing variations in respect of learning need: Economic development and its components according to sex and habitations)

Sl. No.	Components of Economic development	Rural		Urban		Tribal		Total		Grand total	Page
		N	T	N	T	N	T	N	M	F	
2.1.	To improve the family's income	96	81	97	70	94	76	176=	227=	217=	504
								83.5%	85%	85.6%	72.3%
2.2.	To increase own income	97	76	99	79	98	89	178=	291=	214=	532
								86.5%	89%	93.5%	81.3%
2.3.	To develop economy of the community	60	45	65	44	69	56	109=	125=	115=	339
								52.5%	54.5%	62.5%	48.3%
2.4.	To utilise economic developmental agencies.	87	61	91	66	81	80	157=	259=	207=	466
								74%	80.5%	36.3%	69%

~~from~~

It is observed from the above analysis that nearly 90% of nonformal learners are at increasing their income with the help of this education. 88% of people ~~emphasize~~ emphasize on increasing family's income first by class. Only 50% are of opinion of developing the economy of the community. And nearly 70% of respondents want that their children ~~must~~ should be able to utilise the economic developmental agencies like-bank, cooperative societies and other financial organisations properly as a result of this learning.

It is also observed that the percentage of positive responses is more for the male learners than the female learners in respect of all these components, for improving family's income 95.6% of male learners and 72.3% of female learners, for increasing own income 98% of male learners and 81.3% of female learners, for developing the economy of the community 64.6% of male learners and 48.3% of female learners and for utilising the economic developmental agencies 60% male learners and 69% of female learners are learning. In respect of all these 4 components the responses from rural people, urban people and tribal people are almost same. There is no much difference. Of course the tribal people show a very little higher percentage in all the cases. To increase family's income 63.5% of rural people, 63.5% of urban people and 85% of tribal people; to increase own income 66.5% rural people, 89% of urban people and 93.5% of tribal people; to develop economy of the community, 52.5% of rural people, 54.5% of urban people and 62.5% of tribal people; to utilise the economic developmental agencies properly 74% of rural, 75.5% of urban and 80.5% tribal people give their positive responses.

v.2.4. Analysis of learning need; 'Better Citizenship and its components according to sex and habitations.

This learning need-'Better citizenship has six components. The analysis is done separately according to sex and habitation. The table-24 gives the description of such analysis.

It is observed from the above data that almost all the respondents want that their sons/daughters/wards should be good citizens. 96.5% of the total sample have opted to be good citizen. But they don't understand the real challenge of the good citizenship for a man and it is low percentage of positive response in some other components of the good citizenship.

60.3% have opted to claim their civic rights, 53.2% have opted for taking active part in political activities and 49.2% have opted to help persons in distress and difficulties. Only 31.5% have responded to give advice to the people in taking active part in the civic activities and 43.5% have agreed to resist the anti-social activities.

It is further observed that the responses relating to civic rights and activities are more positive for the male learners than the female learners. To be good citizen 96.6% of male learners and 97.3% of female learners; to claim their civic rights 69.6% of male and 51% of female learners; to participate in political activities 61% of male and 45.3% of female learners; to help persons in distress and difficulties 50.6% of male and 39.6% of female learners and to resist the anti-social activities 49.3% of male learners and 37.6% of female learners need education.

It is also observed that all the categories of people rural, urban and tribal give almost similar responses for the component 'to be good citizen' i.e. 98%, 99.5%, 96.5% respectively. But in respect of the components like (1) to claim civic rights, (2) to participate in political activities and (3) to advise people for taking part in political activities, urban people give more positive response than the rural and the tribal people. For the component 'to claim civic rights' positive response from urban people is 70% whereas 60.5% and 50.5% response from rural and tribal people. Similarly, for the component 'to participate in political activities' we get 63%, 57.5% and 39% of positive response from urban, rural and tribal people respectively. In respect of the component-'to advise people for political activities' 37.5% of urban, 35.5% of rural and 30.5% tribal people give the positive response.

But in respect of the component like (1) to help persons in distress and (2) to resist anti-social activities, positive responses from rural people are more than the urban and tribal people. To help persons in distress and difficulties 59% of rural, 49% of urban and 39.5% of tribal people give their positive responses. Similarly 51%

of rural people, 33% of urban people and 46.5% of tribal people show their inclination to resist the anti-social activities. In all cases the urban people are at third place.

v.2.5. Analysis of variations in respect of learning need:
Vocational efficiency and its components according
to sex and habitations.

Six components have been identified under the concept-vocational efficiency. The analysis is done separately sex and habitations wise. The table-25 gives the description of such analysis.

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Table - 25

(Analysis showing variations in respect of the learning needs: 'Vocational efficiency' and its components according to sex and habitations.)

according to sex and habitations.)										
Sl. No.	Components of Vocational efficiency	Rural		Urban		Tribal		Total	Grand total	%age
		M	F	M	F	M	F			
4.1.	To choose a suitable vocation	70	65	135= 67.5%	76 67 143= 71.5%	72 69 141= 70.5%	210= 72.00%	201= 67%	419	69.83%
4.2.	To acquire knowledge exp. efficiency for a vocation.	100	91	191= 95.5%	100 89 189= 94.5%	96 88 184= 92.5%	296= 98.66%	269= 89.66%	565	9%
4.3.	To get informations about a vocation appropriate for him	94	85	179= 99.5%	96 87 183= 91.5%	93 87 180= 90%	283= 94.33%	259= 86.33%	542	90.33%
4.4.	To improve the present vocation	58	44	102= 51%	6= 41 105= 52.5%	66 59 125= 62.5%	186= 62.60%	144= 48%	332	55.33%
4.5.	To acquire skill for a vocation	100	96	196= 98%	100 94 194= 97%	99 95 194= 97%	299= 99.66%	285= 95%	584	97.33%
4.6.	To gain work experience	100	100	200= 100%	100 100 200= 100%	100 100 200= 100%	300= 100%	300= 100%	600	100%

from the survey conducted in 1971, 100% of the people want to send their sons/daughters/wards to the nonformal education centres for ~~improving~~ gaining work experience, for acquiring skill for their present vocation 97%, for acquiring knowledge, experience, efficiency or different vocations 94%, for getting informations regarding vocational subjects to them 90% and for choosing a vocation nearly 70% of the guardians give their positive response. But nearly 55% opted for improving the present vocation. This percentage is low because all the nonformal learners taken in the sample are not in the vocation at present. Only the guardians of ~~present~~ of the learners, who are engaged in earning or helping the parents in their earning, have given response to this item.

As the 100% positive response has come both for the male and female learners, this is important to some extent but also to still extent. But each of the items or components are still more important for the male learners than the females. In case of the item 'to choose vocation' nearly 75% of male and 67% of female learners show their positive attitude. Nearly 99% of male and 90% of female learners come to learn for acquiring knowledge, experience efficiency for vocation. To get informations about a vocation ~~is~~ appropriate for him nearly 94% of male and 80% of female learners learn in the nonformal education centres. Nearly 63% of male and 48% of female learners are learning for improving the present vocation. Nearly 100% of male and 95% of female learners are for developing ~~work~~ skill of a vocation. All the male and female learners are to gain work experience through learning.

It is also revealed that there ^{is} no much difference in responses given by the rural, urban and tribal people in respect of different components of the learning need. 67.5% of rural, 71.5% of urban and 70.5% of tribal people show their positive response for choosing suitable vocation. 95.5% of rural, 94.5% of urban and 92% of tribal respondents responds for acquiring knowledge, experience and efficiency for a vocation. 89.5% of rural, 91.5% of urban and 90% ~~of~~ of tribal people are there for getting informations about a vocation appropriate for him. 51% of rural, 52.5% of urban and 62.5% of tribal guardians/parents want sons'/daughters'/wards' education for improving their present vocation. 98% of rural, 97% of urban and 97% of tribal people show their positive attitude for acquiring skill of a vocation. But 100% of rural, urban and tribal people are for gaining work experience through this education.

v.2.6. Analysis of variations in respect of working needs: worthy utilisation of leisure and its components according to sex and habitations.

Four components have been identified under this learning need. The analysis is done separately component, sex and habitation etc. Table-26 gives a clear picture of sex - analysis.

Table - 26

(Table showing variations in respect of the learning need: Worthy utilisation of leisure and its components according to sex and habitations)

Sl. No.	Components of worthy utilisation of leisure	Rural		Urban		Total		Total		Grand total
		N	Total	N	Total	N	Total	N	Total	
6.1.	To read papers magazines, books at one leisure time.	100	200= 100%	100	100	95	97	195= 97.5%	297= 99.3%	595
6.2.	To attend social function and to take part management of social institution	92	181= 90.5%	90	86	85	84	169= 84.5%	259= 89%	523
6.3.	To write articles, draw pictures etc.	52	106= 53%	57	53	48	47	93= 46.5%	154= 51.7%	309
6.4.	To take part in social work.	85	159= 79.5%	79	81	77	78	155= 77.5%	233= 80.3%	475

It is observed from the above table that almost all the people desire that their children/wards should read papers, magazines, books etc to utilise leisure time as a rule of this education. It is 99% of the total sample.

Nearly 86% of the total ~~was~~ sample show their positive attitude for attending social functions and taking part in the management of the social institution to utilise the leisure time. But only 51.5% of the sample respond for writing articles and drawing pictures etc to utilise leisure time. To utilise leisure time through social work 69% of the sample gave their opinion.

It is also marked that there is no much difference in responses for male learners and female learners in respect of all the 4 components. The differences if any are very less. Such as: 99.3% and 99%, 89% and 86.3%, 51.7% and 51.3%, 60.3% and 77.7%.

Rural people and urban people show much similarity in their responses in respect of all the 4 components. But there is a little difference.

In case of component no 1 i.e. to read papers, magazines, books etc to utilise leisure time 100% of rural and urban people and 97.5% tribal people give positive response. For taking part in social functions and in the management of the social institution to utilise leisure time 90.5% of rural, 88% of urban and 84.5% of tribal people are there. For writing articles and drawing art and pictures etc 53% of rural, 55% of urban and 46.5% of tribal people gave their opinion. To take part in social work to utilise the leisure time 79.5% of rural, 80% of urban and 77.5% of tribal people give positive response.

v.2.7. Analysis of variations in respect of learning needs:
Successful family life and its components, according to
sex and habitations.

Learning Need: 'Successful family life' has 6 components as identified for the study. The analysis is done separately sex and habitation wise. Table-27 gives the picture of such analysis.

(Table showing analysis of variations in respect of the learning needs: successful family life and its components according to sex and habitations)

Sl. No.	Components of successful family life	Rural			Urban			Total			Grand total			%age
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	
7.1.	To perform duties as a family member	90	92	182= 91%	87	93	180= 90%	91	93	184= 92%	268= 89.3%	278= 92.7%	546	91%
7.2.	To guide one's children	88	96	184= 92%	84	96	182= 91%	85	95	185= 92.5%	257= 85.7%	289= 96.3%	546	91%
7.3.	To take care of relatives & family members.	78	93	171= 85.5%	74	90	164= 82%	76	89	166= 83%	228= 76%	272= 90.7%	500	83.7%
7.4.	To take care of the children	81	98	179= 89.5%	82	96	180= 90%	90	95	185= 92.5%	253= 84.3%	289= 96.3%	542	90.3%
7.5.	To make a happy family	68	72	140= 70%	63	69	132= 66%	61	66	127= 63.5%	191= 63.7%	207= 69%	398	66.3%
7.6.	To maintain healthful family life	61	62	123= 61.5%	59	64	123= 61.5%	55	58	113= 56.5%	175= 58.3%	184= 61.3%	359	59.8%

From the above table it is observed that high percentage of responses come for the components: 1- 'to perform duties as a member of the family' (91% of the total sample), 2- 'to guide one's children (91%), 3- 'to take care of relatives and family members (84% nearly), 4- to take care of the children (90% nearly). But for the components 5- 'to make a happy family nearly 66% and for 6- 'to maintain healthy family life nearly 60% of the total sample give their positive opinion.

It is further observed that the percentage of positive responses for all the components are more in case of female learners than the male learners such as 93% and 89%, 96% and 80%, 91% and 76%, 96% and 84%, 69% and 64%, 61% and 56% respectively.

All the components of this need are equally important for the rural, urban and tribal learners. The differences are very less. The positive response in terms of percentages for all the components in respect of the rural, urban and tribal learners are 91%, 90% and 92%; 92%, 91% and 92.5%; 85.5%, 82% and 83%; 89.5%, 90% and 92.5%; 70%, 66% and 63.5%; 61.5%, 61.5% and 56.5% respectively.

v.2.7. Analysis of variations in respect of happy family need: Successful family life and its components according to sex and habitations.

~~Learning need: Successful family life and its components according to sex and habitations. The analysis is done separately component wise plus sex and habitation wise. Table-27 describes this analysis as here under.~~

v.2.8. Analysis of variations in respect of the learning need: Understanding and manipulating environment and its components according to sex and habitations.

Five different components have been identified in this learning need by the investigator for the present study. The analysis is done separately component wise plus sex and habitation wise. Table-28 describes this analysis as here under.

Table - 28

(Table showing variations in respect of the learning need: understanding and manipulating environment and its components according to sex and habitations)

Sl. No.	Components of understanding and manipulating environment.	Rural			Urban			Tribal			Total		Grand total
		M	F	Total	M	F	Total	M	F	Total	M	F	
6.1.	To use modern household articles properly	100	100	200=	100	100	200=	92	89	181=	292=	289=	581
				100%			100%			90.5%	97.3%	96.3%	
6.2.	To maintain close relationship with the environment.	64	62	126=	62	61	123=	56	55	111=	182=	178=	360
				63%			61.5%			55.5%	60.7%	59.3%	
6.3.	To behave properly with others	92	95	187=	94	96	190=	85	89	174=	271=	280=	551
				93.5%			95%			87%	90.3%	93.3%	
6.4.	To use environment and natural resources for personal and social development.	48	42	90=	51	44	95=	40	38	78=	139=	124=	263
				45%			47.5%			39%	46.3%	41.3%	
6.5.	To understand the inner potentialities of the environment.	36	31	67=	37	36	73=	29	26	55=	102=	93=	195
				33.5%			36.5%			27.5%	34%	31%	

It is observed from the above table that nearly 97% of total sample give their positive response for the component: 'to use the modern household articles properly'. This 97% of the total includes 100% of the rural and urban people, 90.5% of the tribal people.

To maintain close relationship with the environment 60% of the total sample give their options, which include 63% of rural, 61.5% of urban and 55.5% tribal samples.

'To behave properly with others' nearly 92% of the total sample give their positive view which includes 93.5% rural, 95% of urban and 87% of tribal sample.

'To use environmental and ~~work~~ natural resources for personal and social development' nearly 41% of the sample give their options which includes 45% of rural, 17.5% urban and 39% tribal people.

Similarly 'to understand the inner potentialities of the environment' only 32.5% of the sample give the positive response which also includes 33.5% of rural, 36.5% of urban and 27.5% of tribal sample.

It is further observed that the component: 'to use modern household articles properly' is equally important for the male and female learners nearly 97% and 96% respectively.

The component: 'to maintain close relationship with the environment' is important for nearly 61% of male and 59% of female learners as indicated by their parents/guardians.

The component 'to behave properly with others' is meaningful for nearly 90% of male and 93% of female learners. Other two components 'to use environmental and natural resources for personal and social development' and 'to understand the inner potentialities of the environment' are also important for male and female learners to the extent 46%, 41% and 34% respectively.

V.3.1.

Section-C

Work and occupation are two words which can interchangeably be used. In the life of man work finds an important place. Therefore education is treated as preparation for entry into the world of work. Work or job or occupation is taken up according to one's interest/choice. Hence there is clear linking between educational preparation and occupational interest/choice.

Basic aim of education is the development of an individuals' personality and preparation for life. Since work or occupation is the central and essential part of man's life, there must be a close relationship between education and occupational interest.

The link between education and work in the highest occupational level has been well recognised. Even the Education Commission, 1964-66 have recommended for vocational education at the secondary level, which is being adopted in our country. But no such linkage yet has been established at the lower levels.

A large ~~majority~~ majority of people are illiterate in our country. They also need some sorts of employment. As they are unskilled and illiterates, some arrangements should be made for them. Educational planning should try to know their interests in different occupational fields. Our nonformal education ~~program~~ programmes deal with these people but limited to age group ~~to~~ 6 to 14. Hence we are concerned to the individuals of this category in the age group of 6 to 14. Generally the following categories of jobs/occupations are found suitable for them according to their ability and socio-economic background.

- 1) Service (2) Agriculture (3) Business (4) Technical and Industrial Worker (5) Animal Farming (6) Weaving (7) Pottery (8) Clay modeling/Sculpturing (9) Carpentry (10) Blacksmithing (11) Fishery (12) Gold smithing (13) Laundry work (14) Household work (15) Daily labour.

In this section analysis and interpretation of data with regards to identification of the occupational interest of nonformal learners have been made in terms of activities. Activities relating to above categories of occupations are taken for the study and they are analysed and interpreted as per our need.

In the above categories of occupations, there are 10 items for each occupation. While scoring we give 2 points for interest, one point for uncertainty about interest or disinterest and 0 point for 'disinterest' responses. On the basis of this scoring we consider an occupation to be one's interest or not.

For example - There are 10 items in the inventory for each occupation. Maximum score may be given is '20' and minimum score may be given '0' to one category of occupation..Hence if an individual learner secures 50% of 20 or above i.e. ~~xxxx~~ 10 or above, we consider that he has interest for the said occupation. If he secures less than 10, then we don't consider it as his occupation of interest.

The occupational interests as responded by the nonformal learners to the items of the occupational interest inventory are shown in the table 28- here under.

Numbers of occupational interests according to sex and habitations.

Occupational areas	Rural		Urban		Tribal		Total		Grand Total	Percentage			
	M	F	M	F	M	F	M	F					
Service	76	32	108	88	48	136	39	22	61	203	102	305	55.5 %
Agriculture	98	90	138	82	72	152	76	68	114	256	230	486	81 %
Business	30	10	40	60	48	108	18	8	26	108	66	174	29 %
Technical & Industrial worker	60	30	90	82	41	123	40	21	61	182	92	274	49 %
Animal farming	92	86	178	94	80	174	80	82	162	266	248	514	85.67 %
Weaving	16	20	36	10	6	16	6	4	10	32	30	62	10.3 %
Pottery	12	18	30	10	4	14	4	2	6	26	24	50	8.3 %
Iron modelling/ Sculpturing	40	36	76	26	16	42	4	5	9	70	57	127	21.2 %
Carpentry	78	10	88	68	8	76	18	6	24	164	24	188	31.3 %
Black smithing	48	6	54	52	8	60	28	8	36	128	22	150	25 %
Fishery	30	8	38	20	5	25	16	6	22	66	19	85	14.2 %
Coppersmith	10	6	16	18	8	26	3	2	5	31	16	47	8.8 %
Blacksmith	8	4	12	19	14	33	6	3	9	33	21	54	9 %
Household work	98	100	198	90	100	190	92	100	192	280	300	580	96.6 %
Family labour	96	90	186	94	88	182	99	92	191	289	270	559	93.2 %

From the above analysis it is observed that highest number of learners have the interest for household works. It is 96.67 % of the total sample. The other areas of occupation having remarkable interests are 'Daily labour', 'Animal Farming', and 'Agriculture'. The percentages are 93.2 %, 85.67 % and 81 % respectively. For service 50.5 % of the learners show their interest. ~~For Business~~ But less number of learners show their interest for Business (29 %), ~~Technical and industrial worker (49 %), Weaving (10.3 %), Pottery (8.3 %), Clay modelling and sculpturing (21.2 %), Carpentry (31.3 %), Black smithing (25%), Fishery (14.2 %), Gold smith (7.8 %), and Laundry (9%).~~

It is also observed that the more percentage of ~~show~~ male learners have shown their interest for all the listed ~~and~~ occupations except house-hold work. All the female learners are interested for household works. It is cent percentage
V.3.II.

It is further observed that the rural learners shows more interest for Agriculture, Animal farming, Weaving, Pottery, Clay modelling and sculpturing, Fishery, and House-hold work. A table for comparison is given here under.

Table-29 interest for certain
Analysis showing rural learner's greater occupations with
comparision to urban and Tribal learners.

Sl. No.	Areas of Occupations	% of Rural learners inter ests	% of Urban learners interested	% of Tribal learners interested	Remark
1.	Agriculture	94 %	76 %	57 %	
2.	Animal farming	89 %	87 %	81 %	
3.	Weaving	18 %	8 %	5 %	
4.	Pottery	15 %	7%	3 %	
5.	Clay modelling & Sculpturing	38 %	21 %	4.5.%	
6.	Carpentry	44 %	38 %	12 %	
7.	Fishery	19 %	12.5 %	11 %	
8.	Household work	99 %	95 %	96 %	

V.3.III.

But more Urban learners are keen for the occupations like service, Business, Technical and Industrial Worker, Black smithing, Gold smith and Laundry than the rural and Tribal learners. The table showing a comparison is given as follows :

Table-30

Sl. Areas of No. Occupations	%age of Urban	%age of Rural	%age of Tribal	Remark
1. Service	68 %	54 %	30.5 %	
2. Business	54 %	20 %	13 %	
3. Technical and Industrial workers	61.5 %	45 %	30.5 %	
4. Black smithing	30 %	27 %	18 %	
5. Gold smith	13 %	8 %	2.5 %	
6. Laundry	16.5 %	6 %	4.5 %	

V.3.IV.

The only occupation 'Daily Labour' where Tribal learners show more interests than the rural and urban learners. Hence the percentage of tribal learners is 95.5 % where as the percentages of rural learners and the urban learners are 93 % and 91 % respectively.

CHAPTER - VI

SUMMARY AND RECOMMENDATIONS

SUMMARY

VI-1. Background of the nonformal Education.

The constitution of free India (1950) in its article 45 declared to achieve universalisation of elementary education in the country by the end of 1960. But this aim could not be ~~fully~~ fulfilled till today. From time to time much importance is given on the matter, but no success has yet been achieved. The main issue is the education of the children of weaker and socio-economic backward section of the society. The illiteracy in the country mainly due to for them. Hence, in order to cater to the needs of this section of children, nonformal education has been planned. This nonformal system of education is complementary to the formal education system. It is a long term practical plan with a dedicated effort to fulfil promises towards the universalisation of elementary education for children not going to school for one reason or the other.

The society is divided into educationally privileged and deprived people. The society should provide opportunities for all the children irrespective of their class, colour, socio-economic background. The nonformal education aims at providing elementary education to under privileged class. Most of the nonformal learners are employees in some sorts of work. They either work at home or work to earn keeping in view the above social and economic considerations, it is needed to provide educational programme to

the under privileged class of children. This programme should not be done on the experimental basis but with vigour and missionary spirit.

Most of the out of school children (both freshers and dropouts) in the age group of 6 to 14 can not afford to attend schools for 6 hours or so at the usual school time as they are either ^{at} work at home or work to earn. They can not be fit into for elementary education provided in our schools. They can not also wait and spend so many years to complete elementary education through formal schooling as they have already over aged. Hence nonformal education is needed for our country.

VI. II. IMPORTANCE AND NEED

Universalisation of elementary education has been promised in our constitution. At the time of adopting the constitution it was envisaged that the target would be materialised by the end of a decade. But after expiry of more than 3 decades this objective could not be achieved. Of course attempts have been made. A number of formal schools have been opened, most of the existing formal schools have been strengthened, some sorts of incentive in the form of mid-day meal, school uniform, reading and writing materials have been provided to a section of students belonging to the under privileged and weaker strata of the society. In spite of such attempts the goal of universalisation of elementary education to the children of age group 6 to 14 have still remained as a far reaching objective. The traditional formal schooling for providing elementary education has two grave weaknesses. The single point entry system in the formal schools does not give scope for education of grown-up children who have remained out of schools due to various socio-economic reasons. Most of such children belong to the weaker sections of the society. And they are engaged in some occupations or other in order to provide financial support to their families. The formal system also fails to provide education to the children who drop out of the system and enter in to some occupation before completion of primary education. Further the formal system has failed to retain all the children till the completion of elementary education due to the unattractive nature of its curricular programme. In the context of universalisation of elementary education attention of all concerned has been presently diverted towards the nonformal approach. The above categories of children namely the non-attenders and the drop outs are to be provided educational opportunity through part time nonformal classes. These children need not give up their present occupation for attending the nonformal part time classes. These classes are to be organised according to the need and convenience of the nonformal learners.

In the year 1960-61, the Govt. of Orissa have been pleased to implement a scheme of non-formal education in collaboration with

the Govt. of India. The scheme aims at providing primary education to the drop outs and the non attenders through part time nonformal classes. {primary level non-formal education centres and U.E. level nonformal education centres} shall be opened for the age group of 6 to 14 respectively.

A different type of curricular programme shall be needed for these nonformal learners as they have completely different type of background. In a nonformal education centre all the learners may not have the same background with regard to their past experience, intellectual ability, socio-economic condition and educational need. There may be learners of different age levels and as such there will be variation in the rate of learning. In order to adopt suitable curricular programme for these learners the above aspects must be taken in to consideration. As such an analysis of the above characteristics of the nonformal learners shall be pre-requisite for developing the required curricular programmes.

VI.III.

Objectives:- The objectives of the present investigation shall be as follows.

1. To analyse & study the entry level characteristics of a group of nonformal learners in the age group of 9-14 with regards to intelligence & achievement level.
2. To study the learning needs of different categories of nonformal learners categorised on the basis of their intelligence & educational achievements.
3. To study the occupational interests of nonformal learners.
4. To suggest a curricular programme on the basis of the findings on learning needs and occupational interests of nonformal learners.

VI.IV. Scope & Limitation

The scopes and the limitations of the study are as follows:-

- 1) The learners enrolled in the nonformal education centres opened under the jurisdiction of the Secondary Training Schools of the state and over all control of the SCERT, Orissa.
- 2) The study shall be confined to the above category of learner in the age group of 9 to 14.
- 3) Determination of entry level characteristics of the nonformal learners shall be limited to intelligence, occupation, achievement level, learning need & occupational interest.

VI.V. Samples:-

Two categories of nonformal education centres namely primary level and U.E. level nonformal education centres have been opened under the jurisdiction of the Secondary Training Schools of Orissa and ^{over} all control of the SCERT, Orissa. All the primary levels have been taken up for the study. Total number of

such primary level centres are 700. Each of the centres has maximum roll strength of 25 and minimum 10.

All the primary level nonformal education centres under the jurisdiction of Secondary Training Schools of Orissa are classified in to 3 major variant groups such as Tribal, rural and urban, 5% of these centres are selected for the study. The nonformal learners of the desired category enrolled in the selected centres in the age group of 9 to 14 are taken in as the sample for the present investigation.

Stratified randomised sampling procedure has been followed for selection of sample for the investigation.

According to the habitation, there will be 3 categories of education centres such as Urban, Rural & Tribal. Total number of learners in the sample are 600, as follows:

	Rural	Urban	Tribal	Total
Male	100	100	100	300
Female	100	100	100	300
Total	200	200	200	600

300 girls and 300 boys are taken at the rate of 100 from each category of the habitation- Rural, Urban & Tribal.

VI.VI. TOOLS

The following tools have been constructed/developed/administered for the present study.

- a) ~~Am~~ A questionnaire was developed by the investigator to collect base line data in respect of nonformal learners, selected as the sample for the study.
- b) Three achievement tests prepared by NCERT have been used with little modification for assessing the achievement level in Arithmetic, Language and Environmental Experiences of the nonformal learners.
- c) Culture fair intelligence tests-scale-2 (form A & B) were used for measuring the level of intelligence of the nonformal learners.
- d) An interview schedule was developed by the investigator to identify the learning needs of the nonformal learners. This interview schedule was meant for the parents/guardians of the nonformal learners.
- e) An interest inventory was developed by the investigator for assessment of the occupational interests of the nonformal learners.

VI.VII. FINDINGS.

VI.VII.I. General Findings.

The nonformal learners in the age group of 9 to 14 generally belongs to weaker section of the society. Weaker section refers to both social and economical.

some of them are dropouts and some are freshers, who have not attended any schools at all. Some are engaged in certain occupation and some are not at all engaged.

Their level of intelligence and level of achievements are not equal. It differs to great extent. Their learning needs and occupational interests are also not equal. It differs. Their habitations, family background, achievement, and intelligence level, hereditary/ parental occupation, socio-economic condition etc influences the learning needs and the occupational interests to some extent. The sex also plays certain roles in the area of learning needs and occupation.

VI.VII.II. Reasons for dropouts

The reasons for drop-outs are many. They may be -

- 1) The parents/guardians have no interest for the education of their children (67%)
- 2) Poor economic condition of the family (60%).
- 3) Cruel behaviour of the teacher (3%)
- 4) Discouragement due to failure (14.8 %)
- 5) Continuous illness of the children (4%)
- 6) Lack of near by school. (3.5%)
- 7) Negligence/irregularity of the teachers in the schools (4%)
- 8) Others reasons (9%)

The percentage differs for different habitations and sex. This is valid for total sample only. A nonformal learner may have one or more reasons for his/her discontinuance in the study.

VI.VII.III. Reasons for not attending any schools.

Like drop-outs, there are also many factors responsible for not attending any schools. They may be

- 1) Parents/guardians have no interest for children's education .
(61.5%)
- 2) Poor economic conditions of the family (64.6%)
- 3) Lack of nearby schools. (6%)
- 4) Continuous illness of the child (3.6%)
- 5) Physical deformity of the learner. (3%)
- 6) Parents/ guardians are not conscious about values of education.
(43.6%)
- 7) Other reasons. (10%)

The percentage differs for different habitations and sex. This is valid for total sample.

A child may have one or more reasons for which he/she has not attended any school.

VI.VII.IV. Variation in respect of present engagement

- 1) Engaged in earning. (42.66%)
- 2) Helping parents.
 - a) in occupation (16.2%)
 - b) in household work (30.7%)
- 3) Engaged in study privately at home (1%)
- 4) Other types of engagements (10%)

This is for both drop-outs and freshers. The percentage also differs to habitations and sex. This is valid to total sample only.

VI.VII.V. Variation in respect of achievement levels in Arithmetic Language and Environmental Experiences.

Nonformal learners securing

- 1) below 60% but above 45% of total scores- 4.8% of the sample.
- 2) below 45% but above 25% of total scores- (8.7%)
- 3) below 25% but above 15% - (32.2%)
- 4) Below 15% - (54.6%)

These results differ to habitations and sex. This is valid for total samples. The percentage ~~xxx~~ is also differs if achievement level is found out separately for Arithmetic, Language and Environmental Experiences.

VI.VII.VI. Assessment of Learning needs.

Eight different learning needs have been identified. Following are the assessments of learning needs of the nonformal learners.

- 1) Social recognition - (73%)
- 2) Economic development - (82.8%)
- 3) Better citizenship - (55.7%)
- 4) Vocational efficiency - (94%)
- 5) Cultural development - (21.3%)
- 6) Utilisation of leisure - (89%)
- 7) Successful family life - (90.3%)
- 8) Understanding and manipulating environment - (60.8%)

This is valid for the total sample. There is differences in respect of sex and different habitations. A single nonformal learner may have one or more learning needs as stated above.

VI.VII.VII. Assessment of occupational interests.

Fifteen different occupational areas have been identified, which suit to our climates in respect of the nonformal learners. Their variations among the nonformal learners are observed as stated below.

- 1) Service - 50.5% (2) Agriculture - (81%) (3) Business - 29%,
- 4) Technical and industrial worker - 49% (5) Animal farming-85.7%
- 6) Weaving - 10.3% (7) Pottery - 8.3% (8) Clay modelling and sculpturing - 21.2% (9) Carpentry - 31.3 % (10) Black smithing- 25% (11) Fishery - 14.2% (12) Goldsmith - 7.8% (13) Laundry-9%
- (14) Household work - 96.7% (15) Daily labour - 93.2%

These statistics are valid for the total sample. There are much differences for different habitations and sex. All the male nonformal learners have shown greater interests for all the occupations excepting Household work, where all the female, nonformal learners have shown their interests for household work.

It is also observed that more numbers of nonformal learners belonging to rural areas have shown greater interests for Agriculture, animal farming, weaving, pottery, clay modelling and sculpturing, fishery, and household work than urban and tribal ~~nonformal~~ nonformal learners. But more numbers of urban nonformal learners are keen for the occupations like - Service, Business, Technical and industrial worker, blacksmithing, gold smith, and laundry than the rural and Tribal nonformal learners. Maximum numbers of ~~nonformal~~ tribal nonformal learners shows their interests for the occupation 'Daily Labour'.

Almost all the nonformal learners in all categories rural, urban, tribal, male and female shows their interests to their family/parental occupations. They also show interests to their present occupations to many extent.

VI.VIII. RECOMMENDATIONS

In the light of the above findings the investigator likes to recommend as follows:

VI.VIII.I . Since there are different categories of learners and have different learning needs, the curricular programmes should be different. The curricular programme for urban, Rural, Tribal should be different as per need. Curricular programme for both males and females should not be cent percent equal.

VI.VIII.II. Since the occupational interests of the nonformal learners are different, the curriculum should be developed differently as per need of different categories of learners on the basis of their habitations and sex.

VI.VIII.III. Since the level of intelligence and achievement of the nonformal learners are also not same. different programme should be made for them.

VI.VIII.IV. Since almost all the nonformal learners want not only to acquire knowledge but also to gain practical ~~work~~ experience both theoretical and practical instructions should be provided in the curricular programme.

VI.VIII.V. As we find great differences in learning needs and occupational interests of different nonformal learners we may recommend some specific curricular programme for different categories of learners.

VI.VIII.VI. ~~Habitatio~~

Habitation	Sex	Subject	Chapters	Related matters
Rural ,	Males &	Service	Agriculture	a) High yielding
Urban &	females	Science		cultivation-paddy,
Tribal,				wheat, sugarcane,
				grams, jute.
				b) Cultivations of
				vegetables

Habitations	Sex	Subject	Chapters	Related matters
VI.VIII.VII.				
Rural, Urban & Tribal.	Males	Science service Agriculture		<ul style="list-style-type: none"> c) Preservations of corns, seeds & vegetables etc. d) Gardening e) Process of food grains. f) Ploughing the lands and preparing Nursery bed. g) Different types of manures & their uses. h) Improved agricultural instruments i) Irrigation & drains.
VI.VIII.VIII.				
Rural, Urban & Tribal.	Males	Science service Fishery		<ul style="list-style-type: none"> a) Net making. b) Identification of different fishes. c) Food habits of fishes.
VI.VIII.IX.				
Urban	Males & Females	Social Study	Business	<ul style="list-style-type: none"> a) Nature of different business. b) Facilities available from Govt. & Bank etc. for Business.
VI.VIII.X.				
Urban	Males	Science service	Technical & Industrial work	<ul style="list-style-type: none"> a) Knowledge of work in different factories & machines like printing machines, saw mills, rice mills, cotton mills steel factory etc. b) house wiring and electricity. c) Tube well fittings d) Water supply.
VI.VIII.XI.				
Rural, Urban & Tribal.	Males & females	Science service	Animal farming	<ul style="list-style-type: none"> a) Domestic animals such as cows, goats, sheeps, buffallows. b) Animal food. c) Artificial crossing of cows. d) Animal diseases.
VI.VIII.XII.				
Rural	Males & females	Social Study	Weaving	<ul style="list-style-type: none"> a) Knowledge of cotton, silk & the threads. b) Function of Handlooms.
VI.VIII.XIII.				
Rural/Urban	Males & females	Social study	Clay modelling and sculpturing	<ul style="list-style-type: none"> a) Characteristic of different kinds of

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<u>Habitations</u>	<u>Sex</u>	<u>Subjects</u>	<u>Chapters</u>	<u>Related matters.</u>
				b) Use of colour on the earth. c) Artistic work on clay or earth.
VI.VIII.XIV. Rural/Urban Tribal	Males	Science	Wood work	a) Knowledge of wood. b) Wood cutting tools.
VI.VIII.XV. Rural/Urban Tribal	Males	Science	Iron	a) Kinds of iron and its nature. b) Uses of iron
VI.VIII.XVI. Rural/Urban Tribal	Males & females	Science	Family welfare	a) Family planning education. b) Child welfare. c) Different diseases and their treatment. d) Water and its purification e) Preparation of food. f) Use of disinfectants g) Use of bleaching powder, phenyl. h) First aid care i) Physical Education.
VI.VIII.XVII. Rural/Urban/ Tribal	Males & females	Social study	Village & towns	a) Gram Panchayat, Municipality & NAC. b) Social institutions. c) Festivals
VI.VIII.XVIII. Rural/Urban/ Tribal	Males & females	Social study	Citizen-ship.	a) Right to vote b) Assembly c) Parliament d) President, Prime Minister, Governor & Chief Minister. e) National Integration f) Courts.
VI.VIII.XIX. Rural	Males & females	Social study	Our Culture	a) Stories from history & puranas like Mahabharat/Ramayana/Bhagbat and oriya Bhagbat. b) Indian culture with special reference to rural culture.

Habitations	Sex	Subject	Chapters	Related matters
VI.VIII.XX.				
Tribal	Males & females	Social study	Our Culture	a) Indian & Oriya Culture with special reference to tribal culture. b) Stories from Hikayat Puranas & Kimbadanties.
VI.VIII.XXI.				
Rural Urban/ Tribal	Males & females	Social study	Our Culture	a) Stories from History & Puranas. b) Indian & Oriya Culture.
VI.VIII.XXII.				
Rural/Urban/ Tribal	Males & females	Social study	Family life	a) Indian joint family, its members & other responsibilities. b) Child care c) Peaceful existence with neighbours.
VI.VIII.XXIII.				
Rural/Urban/ Tribal	Males/ females	Science <i>Science</i>	Our Environments.	a) Plants b) Animals c) Inter dependants between plants and animals.
VI.VIII.XXIV.				
Rural/Urban/ Tribals	Males/ females	Social study	Natural Resources	a) Rivers b) Forests & Hills c) Minerals d) Ocean & Seas.

VI.VIII.XXV.

Stories, Poems, One Act Plays and Essays may be written on the above subjects and be included in the language subject. The letters, applications and essays may be written by the nonformal learners on the above topics to creat interests in them.

VI.VIII.XXVI.

Sums of Arithmetic may also be set on the above topics, so that students may be motivated and that may be of practical utility. Profit and loss, time and work, simple interest, ~~fast~~ fractions, percentages and averages may be ~~included~~ included in Arithmetic syllabus

Work Experience/Practical Training

VI.VIII.XXVII.

Along with theory instruction, Practical demonstrations, training and work experiences may also be provided to the nonformal learners as per their need. Habitations, Sex, Present Occupation, Parental Occupation and their interests may be taken into account while fixing up practical programme and training. Arithmetic calculations may be taken up along with practical work.

VI.VIII.XXVIII. Work experience/Practicals

Urban/Rural/ Tribal	Males/ Females	<ul style="list-style-type: none"> a) Fruit preservation b) Wood work c) Use of chemical fertilisers and pesticides. d) Animal care e) Voluntary farming f) Artistic work on wood g) Colouring, Drawing & Painting. h) Drama and music i) Gardening j) Blacksmithing k) First aid
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~~XXXXXXX.~~

~~Rural/Tribal/
Urban~~

~~Males/
Females~~

- ~~l)~~
- ~~m) Thread making~~
- ~~n) Thread colouring~~
- ~~o) Weaving~~
- ~~p) Net making~~
- ~~q) Preservation of fishes~~

VI.VIII.XXIX.

Rural/Tribal/
Urban

Males/
F

- a) Preparation of Nursery beds
- b) Book Binding
- c) Chalk and Ink, preparation.

VI.VIII.XXX

Rural

Males/
Females

- a) Thread making
- b) Thread colouring
- c) Weaving
- d) Net making
- e) Preservation of fishes

VI.VIII.XXXI.

Rural

Females

- a) Baskets and bags from palm leaves & bamboos etc.
- b) Paper plates
- c) Paper containers

VI.VIII.XXXII.

Tribal

Females

- a) Preparation of leaf plates
- b) Preparation of paper plates
- ~~c) paper containers~~
- c) Preparation of baskets, bags, palm leaves.

VI.VIII.XXXIII.

Urban

Females

- a) Paper plates, containers
- b) Book binding, paper folding
- ~~c)~~

VI.VIII.XXIV.

Urban

Males

a) Visiting factoring, saw mills,
printing press & industries etc..

VI.VIII.XXV.

Urban/Rural/
Tribal

Males

a) House wiring & Electrification.
b) Tube-well fittings
c) Water supply work

The above recommendations are suggestive and not exhaustive. The curriculum constructors may add or delete according to the need and demands of the situations.

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Prof. K.G. Rastogi.

Appendix-I

Date:-1.7.82

From

Sri Achyutananda Nayak,
Lecturer, A.A. Training College,
At/P.O.-Rakirpur,
Dist:-Keonjhar, Pin-758022.

To

The Headmaster/Headmistress,
.....S.T. School.....

Dear Sir/Madam,

This is in connection with a research project on "STUDY OF ENTRY LEVEL CHARACTERISTICS, LEARNING NEEDS AND OCCUPATIONAL INTEREST OF NON-FORMAL LEARNER." I have taken up this research project as it is of present concern and certain innovative work in the field is needed.

For this I need some base line data related to the non-formal education centres/learners running under your control. A proforma for furnishing the data has been enclosed herewith.

I request you kindly to fill in the proforma with the help of the teacher educator and return the same to me. A self addressed stamped envelop is enclosed for this purpose.

Thanking you.

Yours sincerely,

(Achyutananda Nayak)

[illegible]

Signature of the Headmaster with seal.

Appendix - 2A.

INSTRUCTIONS TO THE TEACHERS OF NON-FORMAL EDUCATION CENTRES
FOR FILLING UP THE QUESTIONNAIRES

Fakirpur

Dear Sir,

1.10.84

Some base line data about the learners, admitted in your non-formal education centre are required for an ERIC project on the non-formal education. For the said purpose some questionnaires are being supplied herewith. One questionnaire will be used for each learner. The questionnaire is divided into five parts. Please respond to all the questions according to instructions indicated in each of the parts. You may also take the help of the learners or their guardians, if necessary for answering the questions. Actually some data are required to be collected from the parents/guardians of the learners.

Please take personal care to fill up the questionnaires and send me the same as soon as possible.

Sincerely Yours

Achyutananda Nayak,
Lecturer, Anandapur Anchalik
Training College, At/P.O. Fakirpur,
Dist: Keonjhar, Pin-758022

Appendix - 2B

QUESTIONNAIRE FOR COLLECTING BASE LINE DATA IN RESPECT OF
NON-FORMAL LEARNERS

PART-I (Identification data)

- 1.1. Name of the learner.....
- 1.2. Age... .. Year... .. Month..... Days... ..
- 1.3. Boys/Girls... ..
- 1.4. Permanent Address - Village.....P.O.....Dist.....
- 1.5. Present Address - Village.. ..P.O.Dist.
- 1.6. Address of the N.F.E. Centre- At. P.O.
Dist.
- 1.7. Situation of the N.F.E. centre (Give a tick mark (/) on the
appropriate place)
Urban area/ Rural area/ Tribal area..

PART-II
(Family background)

2.1. Informations about parents .

- 2.1.1. Name of the father Age.. .. .
- 2.1.2. Name of the mother Age.. .. .
- 2.1.3. Religion of the parents.. .. .
- 2.1.4. (a) Caste.. .. . (b) Sub-caste.. .. .

2.1.5. Occupational Information

- 2.1.5.1. (a) Primary occupation of the father.....
(b) Primary occupation of the mother.....
- 2.1.5.2. (a) Secondary occupation of the father.....
(b) Secondary occupation of the mother.....

~~2.1.6. Educational Qualification~~

2.1.6. Educational qualification

- 2.1.6.1 (a) General educational qualification of the father
.....
(b) General educational qualification of the mother
.....
- 2.1.6.2 (a) Professional qualification of the father
.....
(b) Professional qualification of the mother
.....

2.1.7 Data about income of the family

- 2.1.7.1 (a) Average annual income of the father.....
(b) Average annual income of the mother.....
- 2.1.7.2. Income from other source.. .. .

2.2. Information about other members of the family.

- 2.2.1. Number of brothers... ..
- 2.2.2. Number of sisters.. ..
- 2.2.3. Serial position of learner among the siblings
- 2.2.4. Educational qualification of siblings

Level of education	No. of brothers	No. of brothers sisters
a Within primary education		
b Within lower secondary education		
c Within higher secondary education		
d Above the higher secondary education		

2.2.5. Occupations of the brothers and sisters of any:-
(a)... ..(b)... ..(c).... ..(d).... ..

2.2.6. Number of other members of the family.. ..

PART-III(Educational background of the learner)

3.1. Did the learner study in any educational institution ,
.....Yes/No

3.2. If yes, then

3.2.1. What class did he/she drop from ,

3.2.2. Year of dropping out.. ..

3.2.3. Time gap between year of dropping out and entering
to this non-formal centre.. ..
Years.. .. Months.. ..

3.2.4. Reason for dropping out
(Specify the appropriate reason/reasons by marking(/)
in the space(s)

- (a) Apathy of parents towards learners education ()
- (b) Poverty of the family ()
- (c) Rigid behaviour of the teacher ()
- (d) Discouragement due to failure in study ()
- (e) Disinterest of the parents for the course
introduced in that institute. ()
- (f) Continuous illness of the learner ()
- (g) Lack of nearby school ()
- (h) Lack of school building and other equipments ()
- (i) Lack of efficient teacher ()
- (j) Irregularities/negligence in activities of
school ()
- (k) Specify other reasons if any:-

3.2.5. Data regarding the engagement of the learner after
leaving the school.
Mark(/) in the appropriate space to specify the statement.

- (a) Engaged in earning
- (b) Engaged in helping parents
- (c) Engaged in study privately at home
- (d) Specify other reasons if any:-

3.3. If the answer to question '3.1' is 'No' that means the
learner is a fresher than --

3.3.1. Mention the reasons/ reasons for non-entry to the school
Mark(/) in the space to specify the appropriate reason

- (a) Apathy of parents towards learners education ()
- (b) Lack of nearby school ()
- (c) Continuous illness of the learner ()
- (d) Learner's physical deformity ()

- (e) Disinterest of the parents in the present system
of education ()
- (f) Poverty of the family ()
- (g) Lack of consciousness of parents towards
the value of education ()
- (h) Specify other reason/reasons if any:-

3.3.2. Data on the engagement of the learner before admission
into the non-formal education centre. Mark(/) in the
space to specify appropriate statement.

- (a) Engaged in earning ()
- (b) Engaged in helping parents ()
- ~~(c)~~ 1. helping in their profession ()
2. helping in household affairs i.e. taking
care of small children etc. ()
- (c) Engaged in study privately at home. ()
- (d) Specify other reasons if any:-

PART-IV (Occupational data)

- 4.1. (a) Is the learner engaged in any occupation ? Yes/No
- (b) If yes, does this occupation help in increasing the
income of the family , Yes/No.
- 4.2. If engaged in earning, please mention its type.....
.....
- 4.2.1. Average hours of work per day
- 4.2.2. Specify the daily time of work.
- 4.2.3. Amount of income:-Daily/weekly/Monthly...Rs.....Ps.....
- 4.2.4. Is the learner interested in the present job ? Yes/No
- 4.2.5. If no, then what type of job ~~work~~ he likes... ..
- 4.3. If not engaged in earning, then please specify the
type of engagement... ..
- 4.3.1. (a) Which time do you get to study in the non-formal
education institute ?... ..
- ~~(b)~~ When does the learner get time to study in the
N.F.E. centre. Mention specifically
- (b) What is its duration ? hrs.

PART-V (Miscellaneous data)

- 5.1. What is the learner's hobby in leisure time ?
- 5.2. Parents attitude towards him/her (Mark(/) in the appropriate
place)
- 5.2.1. Father - Loves/hates/remains indifferent
- 5.2.2. Mother - Loves/hates/remains indifferent

-:5:-

- 5.3. Relationship with brothers and sisters :-
good/bad/neutral
- 5.4. Relationship with friends and playmates :-
good/bad/neutral
- 5.5. Relationship with neighbours :-
good/ bad/ neutral

XX-O-XX-O-XX-O-XX-XX-

ଅଣଆନୁଷ୍ଠାନିକ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କ ସଂପର୍କୀୟ

ପ୍ରାଥମିକ ତଥ୍ୟ ସମ୍ବଳିତ ପ୍ରଶ୍ନାବଳୀ

ପ୍ରଥମ ଭାଗ (ଚିତ୍ତଟି ତଥ୍ୟାବଳୀ)

- ୧.୧.— ଶିକ୍ଷାର୍ଥୀଙ୍କ ନାମ.....
- ୧.୨.— ବୟସ..... ବର୍ଷ..... ମାସ..... ଦିନ.....
- ୧.୩.— ନାମକ/ବାଲିକା
- ୧.୪.— ଗ୍ରାମୀ ଠିକଣା— ଗ୍ରାମ.....ପୋ.....ଜି.....
- ୧.୫.— ବର୍ତ୍ତମାନ ଠିକଣା— ଗ୍ରାମ.....ପୋ.....ଜି.....
- ୧.୬.— ଶିକ୍ଷାକେନ୍ଦ୍ର ଠିକଣା— ଗ୍ରାମ.....ପୋ.....ଜି.....
- ୧.୭ — ଏହି ଶିକ୍ଷାକେନ୍ଦ୍ରଟି କେଉଁ ଅଞ୍ଚଳରେ ଅବସ୍ଥିତ ? ଉପଯୁକ୍ତ ସ୍ଥାନରେ ✓ ଚିହ୍ନ ଦିଅନ୍ତୁ ।
ସହର/ମହାନଗର/ଅନ୍ୟାନ୍ୟ ଅଞ୍ଚଳ/ଶିଳ୍ପାଞ୍ଚଳ/ସହର ତଳ ବସ୍ତି

ଦ୍ୱିତୀୟ ଭାଗ (ପାରିବାରିକ ତଥ୍ୟ)

- ୨.୧.— ପିତାମାତାଙ୍କ ସମ୍ପର୍କରେ ଲାଭ୍ୟ ବିଷୟ—
- ୨.୧.୧ — ପିତାଙ୍କ ନାମ..... ବୟସ.....
- ୨.୧.୨ — ମାତାଙ୍କ ନାମ..... ବୟସ.....
- ୨.୧.୩.— ପିତାମାତାଙ୍କ ଧର୍ମ.....
- ୨.୧.୪.— କ) ନାତ..... (ଖ) ଉପନାତ.....
- ୨.୧.୫.— ବୃତ୍ତି ସମ୍ପର୍କୀୟ ତଥ୍ୟ.....
- ୨.୧.୫.୧ — କ) ପିତାଙ୍କର ମୂଖ୍ୟ ବୃତ୍ତି.....
- (ଖ) ମାତାଙ୍କର ମୂଖ୍ୟ ବୃତ୍ତି.....
- ୨.୧.୫.୨ — କ) ପିତାଙ୍କର ଗୌଣ ବୃତ୍ତି.....
- (ଖ) ମାତାଙ୍କର ଗୌଣ ବୃତ୍ତି.....
- ୨.୧.୬.— ଶିକ୍ଷାଗତ ଯୋଗ୍ୟତା.....
- ୨.୧.୬.୧ — କ) ପିତାଙ୍କର ସାଧାରଣ ଶିକ୍ଷାଗତ ଯୋଗ୍ୟତା.....
- (ଖ) ମାତାଙ୍କର ସାଧାରଣ ଶିକ୍ଷାଗତ ଯୋଗ୍ୟତା.....
- ୨.୧.୬.୨ — କ) ପିତାଙ୍କର ବୈଷୟିକ ଯୋଗ୍ୟତା.....
- (ଖ) ମାତାଙ୍କର ବୈଷୟିକ ଯୋଗ୍ୟତା.....
- ୨.୧.୭.— ପରିବାରର ଆୟ ସମ୍ପର୍କୀୟ ତଥ୍ୟ.....
- ୨.୧.୭.୧.— କ) ପିତାଙ୍କର ହାତଦ୍ୱାରା ବାସ୍ତିକ ଆୟ.....
- (ଖ) ମାତାଙ୍କର ହାତଦ୍ୱାରା ବାସ୍ତିକ ଆୟ.....
- ୨.୧.୭.୨.— ଅନ୍ୟାନ୍ୟ ମୁକ୍ତ ଆୟ.....

(a) Mahatma Gandhi

(b) Mahatma Gandhi

(c) Mahaveer

- ୧.୧.— ପରିବାରର ଅନ୍ୟାନ୍ୟ ସଦସ୍ୟଙ୍କ ସମ୍ପର୍କରେ ଲିଖିତ୍ୟ ନ୍ୟାୟ—
- ୧.୧.୧.— ଲିଖିତ୍ୟମାନଙ୍କ ସଂଖ୍ୟା... ..
- ୧.୧.୨.— ଲିଖିତ୍ୟ ମାନଙ୍କର ସଂଖ୍ୟା... ..
- ୧.୧.୩.— ଲିଖିତ୍ୟମାନଙ୍କ ମଧ୍ୟରେ ଶିକ୍ଷାର୍ଥୀଙ୍କ ସଂଖ୍ୟା... ..
- ୧.୧.୪.— ଲିଖିତ୍ୟମାନଙ୍କ ଶିକ୍ଷାପ୍ରାପ୍ତି ଯୋଗ୍ୟତା... ..

	ଶିକ୍ଷାର ପ୍ରଭ	ଲିଖିତ୍ୟମାନଙ୍କ ସଂଖ୍ୟା	ଲିଖିତ୍ୟମାନଙ୍କର ସଂଖ୍ୟା
କ)	ପ୍ରାଥମିକ ଶିକ୍ଷା ମଧ୍ୟରେ		
ଖ)	ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ମଧ୍ୟରେ		
ଗ)	ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷା ମଧ୍ୟରେ		
ଘ)	ଉଚ୍ଚ ମାଧ୍ୟମିକ ଶିକ୍ଷାରୁ ଉର୍ଦ୍ଧ୍ୱ		

- ୧.୧.୫.— ଲିଖିତ୍ୟମାନଙ୍କର ପ୍ରତି କୌଣସି ଦୃଷ୍ଟି ଥାଏ .
- କ) (କ)
- ଖ) (ଖ)
- ୧.୧.୬.— ପରିବାରର ଅନ୍ୟ ସଦସ୍ୟଙ୍କ ସଂଖ୍ୟା... ..

ଅନ୍ୟ ଲିଖିତ୍ୟ (ଶିକ୍ଷାର୍ଥୀଙ୍କ ଶିକ୍ଷାପ୍ରାପ୍ତି ସମ୍ବନ୍ଧରେ)

- ୩.୧.— ଶିକ୍ଷାର୍ଥୀ କୌଣସି ଶିକ୍ଷାନୁଷ୍ଠାନରେ ଅଧ୍ୟାୟନ କରିଥିଲେ କି ନା... ..
- ୩.୨.— ପରିବାରର ସମସ୍ତ ସଦସ୍ୟଙ୍କୁ, ଲେଖିତ୍ୟ—
- ୩.୨.୧.— କେଉଁ ଶିକ୍ଷାର୍ଥୀ ଶିକ୍ଷା ପ୍ରାପ୍ତ ହୋଇଛନ୍ତି... ..
- ୩.୨.୨.— ଶିକ୍ଷା ପ୍ରାପ୍ତିର ବର୍ଷ... ..
- ୩.୨.୩ — ଶିକ୍ଷା ପ୍ରାପ୍ତିର ଓ ଏହି କ୍ଷେତ୍ରରେ ପଢ଼ିବା କ୍ଷମତା ମଧ୍ୟରେ ପ୍ରାପ୍ତିର ସମ୍ପର୍କ... ..
- ୩.୨.୪.— ଶିକ୍ଷା ପ୍ରାପ୍ତିର କାରଣ— (କଲେ କିପରି ଶିକ୍ଷା ପ୍ରାପ୍ତି ହୋଇଥିଲା ଏବଂ କିପରି ନୁହେଁ / କିପରି ନୁହେଁ)
- କ) ଶିକ୍ଷାର୍ଥୀଙ୍କ ଶିକ୍ଷା ପ୍ରାପ୍ତିର କାରଣ ଶିକ୍ଷାପ୍ରାପ୍ତିର ଅନାବରଣ । ☐
- ଖ) ପରିବାରର ଆର୍ଥିକ ଦୁର୍ବଳତା ☐
- ଗ) ଶିକ୍ଷକଙ୍କର କଠୋର ଦାବି ☐
- ଘ) ପାଠପଢ଼ାରେ ଲାଗି ନଥିବା ଲାଜବାହୁଳ ହେତୁ ☐
- ଙ) ଏହି ଶିକ୍ଷାନୁଷ୍ଠାନରେ ପ୍ରାପ୍ତିର ପାଠ୍ୟପୁସ୍ତକ ପ୍ରାପ୍ତିର ଅନାବରଣ ☐
- ଚ) ଶିକ୍ଷାର୍ଥୀଙ୍କ ନିମ୍ନଲିଖିତ ଅସୁସ୍ଥତା ☐

୩

କ) ଶିକ୍ଷାର୍ଥୀଙ୍କ ଗୃହ ନିକଟରେ ବିଦ୍ୟାଳୟର ଅଭାବ ☐

କ) ବିଦ୍ୟାଳୟ ଗୃହ ଓ ଅନ୍ୟାନ୍ୟ ଉପକରଣର ଅଭାବ ☐

ଘ) ଉପଯୁକ୍ତ ଶିକ୍ଷକଙ୍କ ଅଭାବ ☐

ଙ) ବିଦ୍ୟାଳୟ କାର୍ଯ୍ୟକ୍ରମ (ପାଠ୍ୟଦାନ ପ୍ରଭୃତି)ରେ ଅନୁପାଳନ/ଅବହେଳା ☐

ଚ) ଉପରୋକ୍ତ କାରଣଗୁଡ଼ିକ ବ୍ୟତୀତ ଅନ୍ୟ କାରଣ ଥିଲେ ଦର୍ଶାନ୍ତୁ ।

୩.୨.୫—ଶିକ୍ଷା ଛାଡ଼ିବା ପରେ ଶିକ୍ଷାର୍ଥୀଙ୍କ ନିୟୁତର ବିବରଣ—ନିମ୍ନୋକ୍ତ ଉକ୍ତିଗୁଡ଼ିକ ମଧ୍ୟରୁ ଉପଯୁକ୍ତ ସ୍ଥାନରେ ✓ ଚିହ୍ନ ଦିଅନ୍ତୁ ।

କ) ରୋଜଗାରରେ ନିୟୁତ ☐

ଖ) ପିତାମାତାଙ୍କୁ ସାହାଯ୍ୟ କରିବାରେ ନିୟୁତ ☐

ଗ) ଘରେ ଘରୋଇ ଶ୍ରମେ ଶିକ୍ଷା କରିବା ☐

ଘ) ଉପର କାରଣ ଗୁଡ଼ିକ ବ୍ୟତୀତ ଅନ୍ୟ କୌଣସି କାରଣ ଥିଲେ ଦର୍ଶାନ୍ତୁ ।

୩.୩ — ଯଦି ୩.୧-ର ଉତ୍ତର ନାହିଁ ହୋଇଥାଏ ଅର୍ଥାତ୍ ଶିକ୍ଷାର୍ଥୀ ନିମାଗତ ହୋଇଥାନ୍ତି ତେବେ—

୩.୩ ୧.— ବିଦ୍ୟାଳୟରେ ପ୍ରବେଶ ନକରି ଥିବା କାରଣ—ଉପଯୁକ୍ତ କାରଣଟିକୁ ✓ ଚିହ୍ନଦେଇ ଦର୍ଶାନ୍ତୁ ।

କ) ଶିକ୍ଷାର୍ଥୀଙ୍କ ଶିକ୍ଷା ପ୍ରତି ପିତାମାତାଙ୍କର ଅନାଗ୍ରହ ☐

ଖ) ଗୃହ ନିକଟରେ ବିଦ୍ୟାଳୟର ଅଭାବ ☐

ଗ) ଶିକ୍ଷାର୍ଥୀଙ୍କର ନିମାଗତ ଅସୁସ୍ଥତା ☐

ଘ) ଶିକ୍ଷାର୍ଥୀଙ୍କର ଶାରୀରିକ ବଳିଆ ☐

ଙ) ଶିକ୍ଷା ପ୍ରଣାଳୀରେ ପିତାମାତାଙ୍କ ଅନାଗ୍ରହ ☐

ଚ) ପରିବାରର ଆର୍ଥିକ ଦୁଷ୍ଟତା ☐

ଛ) ଶିକ୍ଷାର ମୂଲ୍ୟବୋଧ ପ୍ରତି ପିତାମାତାଙ୍କର ପଚେତନତାର ଅଭାବ ☐

ଜ) ଯଦି ଅନ୍ୟ କୌଣସି କାରଣ ଥାଏ ଦର୍ଶାନ୍ତୁ ।

୩୩.୨.—ଶିକ୍ଷାକେନ୍ଦ୍ରରେ ପ୍ରବେଶ କରନ୍ତୁ ପୁରୁଷ ଶିକ୍ଷାର୍ଥୀଙ୍କୁ ଏହି ପ୍ରଶ୍ନର ଉତ୍ତର ଦିଅନ୍ତୁ ।

କ) ରୋଜଗାର କରିବାରେ ନିମ୍ନ

ଖ) ପିତାମାତାଙ୍କୁ ସାହାଯ୍ୟ କରିବା

୧) ସେମାନଙ୍କ ଦୃଷ୍ଟିରେ ସାହାଯ୍ୟ କରିବା

୨) ଘରୋଇ କର୍ମରେ ସାହାଯ୍ୟ କରିବା

ଗ) ଘରେ ଘରୋଇ କାମରେ ଶିକ୍ଷା କରିବା

ଘ) ଉପକେନ୍ଦ୍ର କାର୍ଯ୍ୟକାରୀ ବ୍ୟବସ୍ଥା ନାହିଁ

୪ର୍ଥ ଭାଗ (ଉତ୍ତର ଦେବା)

୪.୧.—କ) କୌଣସି ଶିକ୍ଷାର୍ଥୀ ଗୋଟିଏ ପ୍ରଶ୍ନର ଉତ୍ତର ଦିଅନ୍ତୁ ।

ଖ) ଏହି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବା ପାଇଁ ଆପଣଙ୍କୁ କିଏ ସାହାଯ୍ୟ କରନ୍ତୁ ?

୪.୨.—ଆପଣ କରୁଥିବା ଯଦି କିଛି ଆଶା, ତେବେ ତାହା କିପରି ପୂରଣ କରିବାକୁ ଚାହୁଁଛନ୍ତି ?

୪.୨.୧.—କେତେ କେତେ ସମୟ କାର୍ଯ୍ୟ କରନ୍ତି ?

୪.୨.୨.—କେତେ କେତେ ସମୟରେ କେତେ ସମୟ ପାଠ୍ୟ ପଢ଼ିବାକୁ ଚାହୁଁଛନ୍ତି ?

୪.୨.୩.—କେତେକ/ସାପ୍ତାହିକ/ମାସିକ ଆୟର ପ୍ରମାଣ ?

୪.୨.୪.—କିପରି ସହାୟତା କର୍ମରେ ଆପଣ ଯୋଗ ଦେଇଛନ୍ତି ?

୪.୨.୫.—ଯଦି କିଛି ସହାୟତା କର୍ମରେ ନେଉଛନ୍ତି ତେବେ କିପରି ?

୪.୩ —ଯଦି ଆପଣଙ୍କୁ କୌଣସି କିଛି ଆଶା, ତେବେ ତାହା କିପରି ପୂରଣ କରିବାକୁ ଚାହୁଁଛନ୍ତି ?

୪.୩.୧.—କ) କେଉଁ ସମୟରେ ଏହି ଆଶାକୁ ପୂରଣ କରିବାକୁ ଚାହୁଁଛନ୍ତି ?

ଖ) କେତେ ସମୟ ପାଇଁ ?

୫ମ ଭାଗ (ଅନ୍ୟାନ୍ୟ ସୂଚନା ଦେବା)

୫.୧.—ଶିକ୍ଷାର୍ଥୀଙ୍କର ଅବସରକାଳୀନ ସ୍ଥିତି କାର୍ଯ୍ୟ

୫.୨ —ତାଙ୍କ ପ୍ରତି ପିତାମାତାଙ୍କ ଆବଶ୍ୟକ —(କିପରି ସାହାଯ୍ୟ କରିବାକୁ ଚାହୁଁଛନ୍ତି ?)

୫.୨.୧.—ପିତା — ଭଲ ପାଆନ୍ତି/ପୁଣ୍ୟ କରନ୍ତି/ସ୍ୱାମୀଙ୍କ ମନୋଜ୍ଞତା ଗୋଟିଏ କରନ୍ତି ।

୫.୨.୨.—ମାତା — ଭଲ ପାଆନ୍ତି/ପୁଣ୍ୟ କରନ୍ତି/ସ୍ୱାମୀଙ୍କ ମନୋଜ୍ଞତା ଗୋଟିଏ କରନ୍ତି ।

୫.୩.—ଭବଭବିଷ୍ୟାନଙ୍କ ସହଜ ସମ୍ପର୍କ — ଭଲ/ମନ୍ଦ/ଭବିଷ୍ୟତ

୫.୪.—ବନ୍ଧୁ ଏବଂ ଶେଷ ସାଥୀମାନଙ୍କ ସହଜ ସମ୍ପର୍କ — ଭଲ/ମନ୍ଦ/ଭବିଷ୍ୟତ

୫.୫.—ପଡ଼ୋଶୀମାନଙ୍କ ସହଜ ସମ୍ପର୍କ — ଭଲ/ମନ୍ଦ/ଭବିଷ୍ୟତ

Appendix - 3

TEST 0. A. VERIFICATION EXERCISE FOR PRIMARY LEVEL

NON-FOCAL LEARNERS.

Time - 30 min. + 30 min

Full marks - 25 + 25

Name Age Boy/Girl

Name of the N.F.E. Centre

Urban/Rural/Tribal Area

District

* 1. INSTRUCTION *

Read and answer the questions carefully. Ask the invigilator, if you face any difficulty in understanding the questions. Try to answer all the questions.

Part - 1

1. Write the name of your district.....(2)
2. Who supplies food to us ? Mark (✓) in appropriate place.
(1)
 - (a) Carpenter ()
 - (b) Farmer ()
 - (c) Tailor ()
3. Underline the material which does not fall in the category.
(1)

wheat, Rice, Dango, Millet.
4. Underline the name of the animal which does not fall in the category.
(1)

Dog, Butterfly, Horse, Cow.
5. What will you send to call your brother quickly, who is staying in a distant place ? ~~xx~~ (2)
 - (a) Letter ()
 - (b) Telegram ()
 - (c) Money order ()
6. Who was propagandist of Jain Religion ? (1)

Put the tick mark(✓) in the bracket against the appropriate answer.

 - (a) Gauttam Buddha ()
 - (b) Mahatma Gandhi ()
 - (c) Mahaveer ()

7. Which of the following is found in the sky ? (1)
Put / mark in the bracket of correct answer.

- (a) Butterfly ()
- (b) Star ()
- (c) Birds ()
- (d) Aeroplane ()

8. Answer by (X) mark.

What should not be done to cure diseases ? (1)

- (a) treatment by doctors and physicians ()
- (b) giving medicine ()
- (c) giving food properly ()
- (d) treatment by Tantrik ()

9. Which helps the birds to fly ? Mark with /. (1)

- (a) wings ()
- (b) beak ()
- (c) paws ()
- (d) head ()

10. Which time is the hottest of the day ? Mark with /. (1)

- (a) 6 A.M. ()
- (b) 10 A.M. ()
- (c) 1 P.M. ()
- (d) 5 P.M. ()

11. Which of the following is the national festival.

Mark with /. (1)

- (a) Diwali ()
- (b) Independence day ()
- (c) Id ()
- (d) X-Mas ()

12. Which of the following should be done first in the morning when you rise from the bed ? Give

/ mark. (1)

- (a) Eating bread ()
- (b) Washing mouth ()
- (c) Playing ()
- (d) Going to work ()

13. Mention any two uses of water. (2)

- 1.
- 2.

14. Write the name of three vegetables.

- 1.
- 2.
- 3.

15. Write the name of two iron tool used in agricultural work ?
1.
2.
16. Arrange the following vehicles according to their speed. (4)
- Bullock Cart, Train, Cycle, Aeroplane.

* PART - II *

1. In what direction of the country your state is situated ? Mark (_/) to answer. (2)
- a) North ()
b) South ()
c) East ()
d) West ()
e) Middle ()
2. Which of the following rivers is in the North India ? Mark (_/) to answer. (2)
- (a) Krishna ()
(b) Kaveri ()
(c) Ganga ()
(d) Narmada ()
3. Who is head according to Indian Constitution ?
- (a) Prime Minister ()
(b) President ()
(c) Supreme Court Chief Justice ()
4. What are those three incidents brought change in the mind of prince Siddhartha ? Mark (_/) . (3)
- (a) Seeing the people playing cards. ()
(b) Seeing the patient ()
(c) Seeing the Yogi ()
(d) Seeing his wife ()
(e) Seeing the old man ()
(f) Seeing the dead body. ()

5. What was main reason of Pritiviraj Chawhan's
 desert in or war from Mahmud Ghori ? Mark
 (/) to the correct answer. (2)

- (a) Pritiviraj was a coward ruler ()
- (b) Pritiviraj's soldiers revolted ()
- (c) Other Rajput kings did not
 cooperate with Pritiviraj. ()

6. Some sentences are given below. Put (c)
 against sentences relating to climate and (w)
 against the sentences relating to weather. (4)

- (a) There was a heavy rain yesterday ()
- (b) Rain falls heavy here. ()
- (c) Last week was colder than this week ()
- (d) Perhaps the sky will be clear tomorrow ()

7. Who told what ? Match the speeches with the
 speakers (leaders) with a line. (3)

xxx <u>Speech</u>	<u>Leader</u>
(a) "Britishers ,quit India."	(a) Netaji Subash Ch. Bose
(b) "Swaraj is our birth right!"	(b) Lokmanya Bal Gangadhar Tilak
(c) "Give me blood, I will give you freedom"	(c) Mahatma Gandhi

~~(x)~~

8. Name your country (2)

... ..

9. You can vote when you attain the age of
 (18, 19, 20, 21)

10. Who is the head of Gram Panchayat ? (2)

... ..

11. Name the highest peak of Mountain Himalay (1)

... ..

x-x

ପ୍ରାଥମିକ ପଢ଼ାବହିର ଅନୁଷ୍ଠାନିକ ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କ ପାଇଁ ପରବେଶ ଅନୁଭୂତି ପରୀକ୍ଷା

ମାସ ୩୦ ମି + ୩୦ ମି

ପୃଷ୍ଠ ସଂଖ୍ୟା ୨୫+୨୫

ନା

ବୟସ

ବର୍ଗ/ବାସିକା

ସ୍ଥାନ ନାମ

ସହର/ଗ୍ରାମ/ଆଦିବାସୀ ଅଞ୍ଚଳ-ଜିଲ୍ଲା

* ମାଡ଼େଇ ଶିକ୍ଷା *

ପ୍ରଶ୍ନ ଗୁଡ଼ିକୁ ଉତ୍ତରରେ ପଢ଼ି, ଦୁଇ ଉତ୍ତର ଦିଅ । କୌଣସି ଉତ୍ତର ଦେବାକୁ ଅନୁରୋଧ ନାହିଁ ।

ସମସ୍ତ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ସ୍ୱାଗତ ।

* ପ୍ରଥମ ଭାଗ *

ମୁଁ କିଲାର ନାମ ଲେଖ ।

[୨]

ମନୁ କିଏ ଖାଦ୍ୟ ଯୋଗାଏ [✓] ଚିହ୍ନ ଦେଇ ଉତ୍ତର ଦିଅ । [୧]

ବେଳେ []

ବୃତ୍ତ []

ବର୍ଷ []

ଏହି ବସ୍ତୁ ଗୁଡ଼ିକ ମଧ୍ୟରେ ଯେଉଁଟି ଅଲଗା ତା ତଳେ ଗୁରୁଦିଅ ।

ଉଷ୍ମ, ଶୁଷ୍କ, ଆମ, ବାୟୁ

[୧]

ଏହିଟାବ ଗୁଡ଼ିକ ମଧ୍ୟରେ ଯେଉଁଟି ଅଲଗା ତା ତଳେ ଗୁରୁଦିଅ

ବୃତ୍ତ, ପ୍ରକାଶ, ଘୋଡ଼ା, ଗାଈ

[୨]

କେମିତି ଦୂର ସହରରେ ଉଡ଼ୁଥିବା ତୁମର ଉଡ଼ୁ ଶକ୍ତି ତାହା

ପାଇଁ କ'ଣ ଯୋଗାଇ ଦିଏ [✓] ଚିହ୍ନ ଦେଇ ଉତ୍ତର ଦିଅ । [୨]

ଶକ୍ତି []

ଚେଇଗ୍ରାମ []

ମନିଷ୍ଠାନ []

କେମିତି ଧନ କିଏ ସଂଗ୍ରହ କରିଥିଲେ [✓] ଚିହ୍ନ ଦେଇ ଉତ୍ତର ଦିଅ ।

ଗୌତମ ବୁଦ୍ଧ []

[୧]

ମହାତ୍ମା ଗାନ୍ଧୀ []

ମହାବୀର []

ଯେଉଁ ବସ୍ତୁ କେବଳ ଆକାଶରେ ହିଁ ଦେଖାଯାଏ ତା ପାଖରେ

(✓) ଚିହ୍ନ ଦିଅ ।

[୧]

ପ୍ରକାଶ ()

ଶବ୍ଦ ()

ପ୍ରସ୍ଥ ()

ଉତ୍ତରାସନ ()

କେଉଁ ଉତ୍ତର ଦେବାପାଇଁ କେଉଁକାମ କରିବା ଉଚିତ ନୁହେଁ

(x) ଚିହ୍ନ ଦିଅ ।

[୧]

ଗାଈ ଓ ବେଢ଼ାଙ୍କ ଦ୍ୱାରା ଚିକିତ୍ସା କରାଇବା ()

ଶିକ୍ଷା ଦେବା ()

ଉତ୍ତରାସନ କରିବା ()

ଠିକ୍ ଉତ୍ତରରେ ଖାଦ୍ୟ ଦେବା ()

ପ୍ରାଣୀମାନଙ୍କୁ ଉଡ଼ିବା ପାଇଁ କିଏ ସାହାଯ୍ୟ କରେ (✓) ଚିହ୍ନ ଦିଅ ।

ବୃକ୍ଷ ()

-୧

ଖ) ଥଣ୍ଡ ()

ଗ) ପଞ୍ଜା ()

ଘ) ମୃତ୍ୟୁ ()

୧୦) ଦିନର କେଉଁ ସମୟରେ ସବୁଠାରୁ ଅଧିକ ଗରମ ହୁଏ (✓)

ଚିହ୍ନ ଦିଅ ।

[୧]

କ) ସକାଳ ୬ଟା ()

ଖ) ସକାଳ ୧୦ଟା ()

ଗ) ଦୁଇ ସହର ୧୨ଟା ()

ଘ) ସଂଧ୍ୟା ୫ଟା ()

୧୧) ତଳେ ଦିଆଯାଇଥିବା ପର୍ବ ମାନଙ୍କ ମଧ୍ୟରୁ କେଉଁଟି ରାଷ୍ଟ୍ରୀୟ

ପର୍ବ (✓) ଚିହ୍ନ ଦିଅ ।

[୧]

କ) ବାପାବନ୍ଧୁ ()

ଖ) ସ୍ୱାଧୀନତା ଦିବସ ()

ଗ) ଲବ୍ଧ ()

ଘ) ବଡ଼ଦିନ ()

୧୨) ସକାଳୁ ଉଠି ସର୍ବ ପ୍ରଥମେ କେଉଁ କାର୍ଯ୍ୟ କରିବା ଉଚିତ (✓)

ଚିହ୍ନ ଦିଅ ।

[୨]

କ) ଗୁଡ଼ି ଖାଇବା ()

ଖ) ହାତ ମୁହଁ ଧୋଇବା ()

ଗ) ଖେଳିବା ()

ଘ) କାମକୁ ଯିବା ()

୧୩) ପାଣି କି କି କାମର ଉପରେ ? କୌଣସି ଦୁଇଟି କାମ ଲେଖ ।

୧ ... ୨ ...

[୨]

୧୪) ଚିନୋଟି ପରିପରିବାର ନାମ ଲେଖ ।

[୩]

୧ ... ୨ ...

୩ ...

୧୫) ଗୁହାରି ତିଆରି ହୋଇଥିବା ଏମିତି ଦୁଇଟି ଜିନିଷର ନାମ ଲେଖ

ଯାହା ସ୍ୱଚ୍ଛତାପରେ ଲାଗେ ।

[୨]

୧ ... ୨ ...

୧୬) ତଳେ ଦିଆଯାଇଥିବା ଯାନ ବାହାନ ଗୁଡ଼ିକୁ ସେମାନଙ୍କ ଗତି

ଜମରେ ସଜାଇ ଲେଖ ।

[୪]

ବଜ୍ରଗାଡ଼ି, ରେଳଗାଡ଼ି, ସାଇକେଲ, ଭାଙ୍ଗାହାତ

February, March, April, May

..... (Ans)

10. What is the time in this watch ?

(see the picture and say)

..... (Ans)

(2)

Part - II

1. Write in figures:- (1)

Sixty thousand six hundred Ninety seven.
... .. (Ans)

2. What is the place value of 6 in 236792 ? (2)

... .. (Ans)

3. Multiply :- (2)

$$\begin{array}{r} 6038 \\ \times 57 \\ \hline 42266 \\ - - - 90 \\ \hline \end{array}$$

... .. (Ans)

4. Divide 74912 by 32 (2)

$$\begin{array}{r} 32 \overline{) 74912} \quad (2 \text{ ---} \\ \underline{64} \\ 109 \\ \underline{--} \\ 1 \text{ ---} \\ \underline{-----} \\ 2 \\ \underline{--} \\ \text{---} \end{array}$$

... .. (Ans)

5. A shopkeeper bought a bicycle in Rs.580.00 but sold it in Rs.635.00. What is the amount of profit ? (2)

Rs..... (Ans)

6. If the cost of 5 books is Rs.20.00, what is the cost of six books ? (2)

Cost of 5 books Rs.....
Cost of 1 book Rs.....
Cost of 6 books Rs.....
Rs..... (Ans)

7. There is a Field of 35 mtr length and 25 mtr width. How many metres iron wire will be necessary to cover its boundary ? (2)

length -----mts
width -----mts
Boundary -----mts
Length of iron wire will be -----metres (Ans)

ସମସ୍ତେ ନମଃ + ନମଃ.

ସ୍ୱାକ୍ଷର :- ୨୫/୫/୧୫
 _____ ବାକିକ/ବାକିକ

ମୁ. ପ୍ରଶ୍ନର , ଉତ୍ତର ଦେବାକୁ ଚୋ-ଧାବର !

*** ପ୍ରଥମଭାଗ ***

(၈၇)

(၈၇)

(b)

৬।

9

400

1

400

(

(

1990 年 12 月 15 日

3 (ବିଭାଗ)

(a)

● ● ●

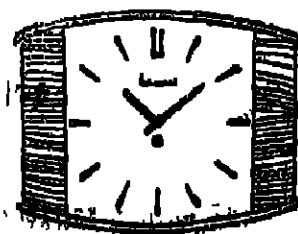
1, 2, 3, 4

(ସୂଚକ)

()

୧୫ (ଉତ୍ତର)

()



THE END

()

ॐ नमः

X 9

100 99 111

(ସ୍ୱାକ୍ଷର)

*** ଦ୍ଵୀପାଦ୍ଵୟ *
 * ଦ୍ଵୀପାଦ୍ଵୟ *
 * ଦ୍ଵୀପାଦ୍ଵୟ ***

(

0000 0000

(

725 730

(2)

50 0 40 10

X **f** **g**

٧ ، ، ٩ ٩



(2)

(ହତ୍ତର)

(ଉତ୍ତର)

୪। ୭୪ ୧୯୭ କୁ ୩୨ ଦ୍ଵାରା ଭାଗ କର ।

୩୨) ୭୪୧୯୭ () - - -

$$\begin{array}{r} 23 \\ \hline 192 \\ \hline 197 \\ \hline 197 \\ \hline 000 \\ \hline 000 \\ \hline 000 \\ \hline \end{array}$$

(ଉତ୍ତର)

୫। ଜଣେ ଦୋକାନୀ ଗୋଟିଏ ସାଇକେଲକୁ ୫୮୦ ଟଙ୍କାରେ କିଣି ୭୩୫ ଟଙ୍କାରେ ବିକ୍ରିଲା । ତା'ର କେତେ ଲାଭ ହେଲା ।

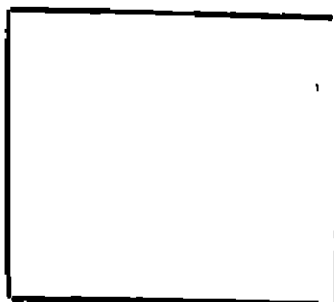
... ..

୬। ଯଦି ୫ଟି ବହୁର ଦାମ ୨୦ ଟଙ୍କା ହୁଏ, ତେବେ ୭ଟି ବହୁର ଦାମ କେତେ ହେବ କୁହ ।

୫ଟି ବହୁର ଦାମ ଟଙ୍କା
୧ଟି ବହୁର ଦାମ ଟଙ୍କା
୭ଟି ବହୁର ଦାମ ଟଙ୍କା

= ... ଟଙ୍କା (ଉତ୍ତର)

୭। ଗୋଟିଏ ପତ୍ତଣ ୩୫ମିଟର ଲମ୍ବା ଓ ୨୫ମିଟର ବୈତା ଥାଏ । ଏହାର ଗୁଣିତରେ ବାଡ଼ି ଦେବାକୁ କେତେ ମିଟରର ଲୁହାତାର ଲାଗିବ ?



୨୫ ମିଟର

୩୫ ମିଟର

ଲମ୍ବା = ... ମି

ବୈତା = ମି

ପରିସୀମା = ... ମି

ଗୁଣିତରେ ଲାଗିବା ଲୁହାତାର ଲମ୍ବା = ... ମି

... .. (ଉତ୍ତର)

୮। ଯଦି ଅସ୍ଵତୀରାଜ ନିଜର ଲମ୍ବା ୧୫ମିଟର ଓ ବୈତା ୮ମିଟର ଥାଏ । ତାହାର କେତେକ କେତେ ବର୍ଗ ମିଟର ଅଛି ?

ଲମ୍ବା = ... ମିଟର
ବୈତା = ମିଟର
କେତେକ = ... ବର୍ଗ ମିଟର
= ... ବର୍ଗ ମିଟର (ଉତ୍ତର)

୯। ଯୋଗକର ।

$$\begin{array}{r} 123 \\ 45 \\ \hline 168 \end{array}$$

(ଉତ୍ତର)

୧୦। ଲୁଗା ଧରି ।

$$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$$

(ଉତ୍ତର)

୧୧। $\frac{1}{3} + \frac{1}{2}$ କୁ ସରଳ କର ।

$$\begin{array}{r} \frac{1}{3} + \frac{1}{2} \\ \hline \frac{2}{6} + \frac{3}{6} \\ \hline \frac{5}{6} \end{array}$$

(ଉତ୍ତର)

୧୨। ୫୦୦ ଟଙ୍କାର ବର୍ଷକୁ ଲାଭକରା ୧୦ ହାର ସୁଧରେ ବର୍ଷର ସୁଧ କେତେ ଦାହାର କର ।

ଟ ୧୦୦.୦୦ ର ୧ ବର୍ଷକୁ ସୁଧ
ଟ ୫୦୦.୦୦ ର ୧ ବର୍ଷକୁ ସୁଧ
... .. ଟଙ୍କା
ଟ ୫୦୦.୦୦ ର ୨ ବର୍ଷକୁ ସୁଧ ...
= ... ଟଙ୍କା (ଉତ୍ତର)

Appendix - 5

PART C : FORM C (COPIL) FOR PRIMARY LEVEL NON-FORMAL
LEARNERS.

Time - 30 Mins. + 30 mts.

Full Mark - 25 + 25

Name.....Age.....Boy/Girl

Name of the Centre.....

Urban/Rural/Tribal area.

District.....

INSTRUCTIONS:- Read and answer the questions carefully. Ask the invigilator if you face any difficulty in understanding the questions. Try to answer all the questions.

1. Identify the word and underline it. ~~xxxx~~

For example :-

(2)

2. Identify the word and underline it.

(2)

For example :-

3. Find out the meaning of the words given in left and underline.

(2)

For example :-

4. Underline the words correctly spelt .

(2)

For example :

5. Fill up the blanks with appropriate words from the brackets.

(2)

- a) - are gathering in the field (Man, Men)
- b) - is playing in the garden. (Children, Child)
- c) - are catching fishes from the pond. (He, They)
- d) - am bringing water from well. (I, We)

6. Read the passage and answer the questions.

Cow is a domestic animal. It is of different colours like white, red, black etc. Cow eats grass and leaves and gives milk. It's milk tastes very sweet.

Cow's milk is just like for babies and children. Curd is prepared from cow's milk. Butter and ghee are made from curd. Different types of sweets are prepared from milk. Cow's male calf grows to an ox. Ox works in the field.

Cow's dung is also used in our work. A very good fertilizer is made from it. Cow is a very useful animal.

a) What are the colours cows are found ?

.....

b) What is the use of cow's dung ?

.....

c) Why do you think that the cow is an useful animal ? (3)

.....

7. Write the opposite words of the following : (2)

Example:- heavy -----light

Heat -----

Good -----

Day -----

8. Write sentences using the words:- (2)

a) Farmer.....

b) Liking

c) Worship.....

d) Colour

9. Write five sentences on any one of the following :- (5)

(a) My grand mother (b) My home (c) Dog (d) Our game.

Part - II

1. Fill in the missing letters and complete the words: (2)

.....
.....
.....

2. Pick out the word with the same meaning.
- (a) mountain
 - (b) friend
 - (c) north
 - (d) rain
3. Fill up the blanks with the opposite words of the words written in bold letters. (2)
- a) Rich or _____ behave equally with all.
 - b) Cotton is light, iron is _____.
 - c) Whoever comes **FORGIVE** or _____ do not forget the God.
 - d) _____ to all, do not **HATE** any body.
4. Complete the sentences.
- a) If it rains timely, then crops.....
 - b) If you read mindfully.....in examination.
 - c) Be.....to our superiors.
 - d) Passed time will _____again!
5. Form sentences using the following words. (2)
- (a) Friendship (b) Service (c) Duty (d) Credit.
6. Read the passage and answer the questions. (8)

Kawadi is a game among the games. It is a country game. Cricket, Tennis, Foot-ball, Volley ball etc are foreign games. North to South, East to West, Kawadi is played all over India. It is our national game.

Mind is refreshed by playing Kawadi. Blood circulation becomes perfect and bones become strong. It is a good ~~exercise~~ exercise.

Kawadi is a cheap game. What to say cheap, it is a free game. Nothing is spent for this. Only one spacious and clean field is necessary for this game. The play is started by drawing a line in the field. There is no difficulty to start the game whenever and wherever you want. Boys as well as youths can play this game. Kawadi is a popular game in rural areas.

- (a) What are the foreign games ?
.....
- (b) Why is Kawadi said to be the national game ?
.....
- (c) Why is Kawadi said to be a good exercise ?
.....
- (d) Why is Kawadi said to be a free game ?
.....

7. Order the disordered words in the following sentences:- (2)

(a) Parents obey your

.....

(b) received letter 1 yesterday your.

.....

8. Write five sentences on any one of the followings:- (5)

(a) Family (b) My town/my village

(c) Diwali (d) Rainy season.

OR

Write a letter ~~or~~ to your friend inviting him to attend
the marriage ceremony of your elder brother.

.....

୧। ଅକ୍ଷର ପୂରଣ କରି ଶବ୍ଦ ପୂରା କର ।

[୨]

- ଯେମିତି- ସିନ୍ଧୁ = ଚ ସି ନ
 କ] ପୁ କ = ବହୁ
 ଖ] ଦେ ତା = ଦୃଷ୍ଟି
 ଗ] ବୁ = ଗଛ
 ଘ] ସା ର = ସମୁଦ୍ର

୨। ସମାନ ଅର୍ଥ ଥିବା ଶବ୍ଦ ଲେଖ ।

[୨]

ଯେପରି- ନଦୀ, = ନଦ

- କ] ପବନ =
 ଖ] ମିତ୍ର =
 ଗ] ପୃଥିବୀ =
 ଘ] ମନୁଷ୍ୟ =

୩। ମୋଟା ଅକ୍ଷରରେ ଲେଖି ଯାଇଥିବା ଶବ୍ଦର ବ୍ୟବହାର କର ।

[୨]

- କ) ଧନୀ ହେଉ ବା ସମସ୍ତଙ୍କ ସହକାରେ
 ସମାନ ବ୍ୟବହାର କର ।
 ଖ) ଭୁଲ୍ ହାଲୁକା ଅଟେ, ଲୁହା ଅଟେ ।
 ଗ) ଯୁଗ ଆସୁ ବା ଆସୁ ଭବିଷ୍ୟତକୁ ଭୁଲି ନାହିଁ ।
 ଘ) ସମସ୍ତଙ୍କୁ କର, କାହାକୁ ଘୃଣା କର ନାହିଁ ।

୪। ଅଧା ବାକ୍ୟକୁ ପୂରା କର ।

[୨]

- କ) ବନ୍ଧା ହୋଇ ଠିକ୍ ସମୟରେ ହୁଏ କେବେ ହସଲ
 ଖ) ମନ ଲଗାଇ ପାଠ ପଢ଼ିବ ତ ପଢ଼ାଣରେ ଅବଶ୍ୟା
 ଗ) ଆମେ ଗୁରୁଜନ ମାନଙ୍କୁ
 ଘ) ଗୁଲି ଯାଏ ବା ସମୟ ଆଉ

୫। ଏହି ଶବ୍ଦ ଗୁଡ଼ିକୁ ଲଗାଇ ବାକ୍ୟ ଗଠନ କର ।

[୨]

- କ) ମିତ୍ରତା
 ଖ) ସେବା
 ଗ) କର୍ତ୍ତବ୍ୟ
 ଘ) ବାହାଦୁରୀ

୬। ପରିଚ୍ଛେଦଟିକୁ ପଢ଼ି ଏବଂ ଶେଷରେ ଦିଆ ଯାଇଥିବା ପ୍ରଶ୍ନ ଗୁଡ଼ିକର ଉତ୍ତର ଦିଅ ।

[୮]

ଖେଳ ଭିତରେ କବାଡ଼ ଖେଳ । କବାଡ଼ ଏକ ଦେଖି ଖେଳ ।
 ଡି କେଟ୍, ଟେନିସ୍, ଫୁଟବଲ୍, ଭଲିବଲ୍ ଆଦି ବିଦେଶୀ
 ଖେଳ । କବାଡ଼ ଖେଳ ଭାରତରୁ ଦକ୍ଷିଣ, ପୂର୍ବରୁ ପଶ୍ଚିମ,
 ସାରା ଭାରତରେ ଖେଳାଯାଏ । ଏହା ଆମର ଗୁଣୀୟ ଖେଳ ଅଟେ ।

କବାଡ଼ ଖେଳରା ହାଲୁ ମନର ସୁସଜ୍ଜିତ ଖେଳ ।
 ସହାନୁଭୂତି ଓ ମିତ୍ରତା ଏହା ଦେଖି ହୁଏ । ଏହା ଏକ
 ବ୍ୟାୟାମ ଖେଳ ।

କବାଡ଼ ମନରୁ ଏକ ଖେଳ । ଏହା କିଛି ଖେଳ
 ମାନର ଖେଳ । ଏହାର କିଛି ନିୟମ ରହିଛି ।
 ଏହି ଖେଳ ପାଇଁ ଏକ ସମାପ୍ତି ଲିନିଆ ପଡ଼ିଥାଏ ।
 ପଡ଼ିଥାଏ ଏକ ଗୋଟିଏ ଖେଳ ଆରମ୍ଭ ହୁଏ । ଖେଳ
 ମନ ଗୁଡ଼ିକ, ଲେଖକ ମନ ଗୁଡ଼ିକ, ଯେଉଁ ଖେଳରେ
 ଖେଳ ଆରମ୍ଭ ହେଉଛି କିଛି । ଖେଳ । ଏହି
 ବାଳକମାନେ ଏହି ଖେଳର ଏକ ଖେଳ ପଡ଼ିଥାଏ
 କବାଡ଼ ଖେଳ କବାଡ଼ ଏକ ଖେଳ ଖେଳ ।

କ) କେଉଁ ଖେଳ ଖେଳ କବାଡ଼ ଖେଳ ?

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ଖ) କବାଡ଼କୁ କବାଡ଼ ଖେଳ କବାଡ଼ ଖେଳ କବାଡ଼ ?

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ଗ) କବାଡ଼କୁ ଏକ ବ୍ୟାୟାମ ଖେଳ କବାଡ଼ ?

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ଘ) କବାଡ଼କୁ ଏକ ମାନବ ଖେଳ କବାଡ଼ କବାଡ଼ ?

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୭। ତଳ ବାକ୍ୟ ଗୁଡ଼ିକର ଶବ୍ଦ ଗୁଡ଼ିକର ଅନ୍ତରାଳ ଦେଖି
 ଯାଇଥିବା ଶବ୍ଦ ଗୁଡ଼ିକୁ ସଜାଇ ଏହି ଖେଳ ।

କ) ମାନବତା ଖେଳ - ମାନବତା ଖେଳ ।

... ..

ଖ) ଗୁମ ମିତ୍ରତା ଖେଳ ଗୁମ ମିତ୍ରତା ।

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୮। ଗୋଟିଏ ଖେଳର ବ୍ୟବହାର ପାଖାପାଖି ବାକ୍ୟ ଲେଖ ।

- କ) ପକ୍ଷୀର ୧) ମୋ ଗାଁ/ମୋ ଗାଁ
 ଘ) ଗାଁର ୨) କାହାକୁ

ଅଥବା

କିଛି ବଡ଼ ଗୁମର ଗୁମରରୁ ଆମର ପାଇଁ ଗୁମ ବ୍ୟବହାର
 ଲେଖ ।

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FROM

Achyutananda Nayak,
Lecturer in Education,
Anandapur Anchalik Training College,
P.O. Balirpur, Dist. Keonjhar, 758022

My dear Sir,

I have undertaken a research project on "STUDY OF LEARNER LEVEL CHARACTERISTICS, LEARNING NEEDS AND OCCURRENCE AND INTEREST OF NON-FORMAL LEARNERS". The investigation is confined to the non-formal learners in the age group of 9 to 14 including the drop-outs and freshers.

Identification of learning needs of such learners is an essential component of the investigation. Through the study of related literature, learning needs of the non-formal learners have been identified under certain broad aspects. Such aspects are also found not to be uniformed. Moreover, it is expected that the needs under different aspects may not have equal importance and some important aspects might have been left out.

Since you have wide experience in the field of non-formal education, I desire to have the benefit of your expertise in this investigation. So I request you kindly to fill in the epiniennaire attached herewith and mail the same at your earliest convenience. A self addressed and stamped envelope is enclosed herewith for this purpose.

With regards,

Sincerely yours,

(Achyutananda Nayak)

to

.....
.....

OPINIONNAIRE RELATIVE TO LEARNING NEEDS OF NON-FORMAL LEARNERS

Direction to fill in the Opinionnaire:-

This is in connection with the identification of Learning needs of Non-formal learners in the age group of 9 to 14, both freshers and drop-outs. Through the study of related literature, such learning needs have been identified touching different aspects. Kindly go through them and add some other needs, if not covered. All the needs listed as here under may not have equal importance and you are requested to give weightage to them in terms of percentage. Each aspect is to be assigned due weightage out of a total weightage of 100 covering all the aspects.

In the second part of the opinionnaire, learning needs under each aspect has been sub divided in to a number of components, you are requested kindly to go through them. If you consider that the components included under a particular aspect are not exhaustive, you may suggest the components which are missing. Moreover, if you consider any component to be irrelevant, you may please delete the same from the list.

P A R T - I

Sl.no.	Learning needs	relative weightage in terms of % age
1	2	3
1.	Social recognition.	
2.	Economic development.	
3.	Better citizenship.	
4.	Vocational efficiency.	
5.	Cultural development.	
6.	worthy utilisation of leisure.	
7.	Successful family life.	
8.	Understanding & Manipulating the environment.	
	(please add, if any more.)	
9.		
10.		
11.		
12.		
	Total	100

Part II

Sl. No.	Learning need.	Suggested components.
1	2	3

1. Social recognition.
 - 1.1. Community leadership.
 - 1.2. Establishing better social relationship.
 - 1.3. Utilising social institution in better way.
 - 1.4. Requiring a better social status.
 - (space for additional suggestion)..... 1.5.
 - 1.6.
 - 1.7.
2. Economic development.
 - 2.1. Economic development of the family.
 - 2.2. Economic development of his own.
 - 2.3. Economic development of the community.
 - (Space for additional suggestions)
 - 2.4.
 - 2.5.
 - 2.6.
3. Better citizen-ship.
 - 3.1. To understand ones own duties & responsibilities.
 - 3.2. To understand ones own right.
 - 3.3. To participate in civic activities.
 - (Space for additional suggestions)
 - 3.4.
 - 3.5.
 - 3.6.
4. Vocational efficiency.
 - 4.1. Choice of vocation.
 - 4.2. Acquiring pre-requisites for entering in to a vocation.
 - 4.3. Acquiring knowledge of various vocations.
 - 4.4. Improvement of present vocation if any.
 - 4.5. Acquiring scheme related to vocation.
 - 4.6. Acquiring work experience.

(Space for additional suggestions)

Part-1 continued.....

1	2	3
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- | | | |
|--------------------------|--|--|
| 5. Cultural Development. | 5.1. To understand cultural elements. | |
| | 5.2. To appreciate cultural elements. | |
| | 5.3. Involvement in cultural activities. | |
| | 5.4. Transmission of cultural heritage. | |

(space for addl. suggestions)

5.5.

5.6.

5.7.

- | | | |
|----------------------------|---|--|
| 6. Utilization of leisure. | 6.1. Reading books, news papers, periodicals etc. | |
| | 6.2. Attending clubs, seminars etc. | |
| | 6.3. Writing articles, drawing pictures etc. | |
| | 6.4. Involvement in social works. | |

(space for addl. suggestion)

6.5.

6.6.

6.7.

- | | | |
|----------------------------|--|--|
| 7. Successful family life. | 7.1. Understanding & discharging duties & responsibilities as a family member. | |
| | 7.2. Guiding ones children in proper line. | |
| | 7.3. Taking proper care of ones relations & family. | |
| | 7.4. Child care. | |

(space for addl. suggestion)

7.5.

7.6.

7.7.

- | | | |
|--|---|--|
| 8. Understanding & manipulating the environment. | 8.1. Handling modern articles | |
| | 8.2. Establishing rapport with the environment. | |

8.3. Behaviour pattern with others.

8.4. Utilisation of environmental resources.

8.5.

-15:-

Part-II continued.....

1	2	3
---	---	---

8.6.

8.7.

If you find that some learning needs are not included here, kindly include them & suggest the components thereof.

9. Learning need.

Suggested components.

9.1.

Signature:-

Address:-

Signature with designation.

Appendix-7

Interview with parents/guardians of primary level non-formal learners for an assessment of their learning needs.

Instructions to Interviewers.

This interview is meant for assessment of the learning needs of the primary level non-formal learners in the age group 9 to 14. There are some questions relating to learning needs of the non-formal learners in this interview schedule. The questions are to be asked to parents/guardians and the answers are to be recorded in the answer sheets. Each question has a separate serial number. The answer sheet contains the same serial number having three columns right to it for recording expected answers-yes/uncertain/no. The answer is to be recorded putting a 'x' mark on the appropriate place () under yes or uncertain or no column of the respective serial number of the question in the answer sheet. If the answer of a question is 'yes' then, 'x' mark is to be put under the 'yes' (1st column), ~~but if he is not able to answer yes or no, then 'x' mark is to be put under the 'uncertain' (2nd column) of the respective serial number of the question.~~ If the answer of a question is a 'no' then 'x' mark is to be put under the 'no' (3rd column), but if he is not able to answer yes or no, then 'x' mark is to be put under the 'uncertain' (2nd column) of the respective serial number of the question. All questions should be explained clearly to them and no question should be left.

The interviewer will not fill up the form printed on the reverse side of the answer sheet.

Interview

Your son/daughter/ward had left the study or had not started at all. I came to know that now you are sending him/her to non-formal education centre for learning. Books on social custom, occupation, vocation, environments, health and hygiene etc might have been supplied to him/her at the centre. You must have some desires behind his/her education at the centre. This education may be helpful for his/her future life and also for the development of your village and community.

It is a general consideration. But I shall ask you some specific questions relating to learning needs of your son/daughter/ward. Kindly answer them carefully.

Questions relating to learning needs of non-formal learners.

Serial no:-

- 1.1. Does he/she learn to take up leadership in the villager community ?
- 1.2. Does he/she learn to keep good relationship with others?
- 1.3. Does he/she learn to take up active part in social institutions and functions in the village/community and organise them for their development ?
- 1.4. Does he/she learn to have a better social status ?
- 2.1. Does he/she learn to increase the income of the family?
- 2.2. ~~Does he/she learn to increase the economic condition of the village/community ?~~
- 2.2. Does he/she learn to increase his own income ?
- 2.3. Does he/she learn to develop the economic condition of the village/community ?
- 2.4. Does he/she learn to utilise properly the economic developmental agencies like Bank, Cooperative Society etc. ?
- 3.1. Does he/she learn to perform his duties and maintain responsibilities as a good citizen of the country ?
- 3.2. Does he/she learn to be able to claim his civic right?
- 3.3. Does he/she learn to participate actively in social and political activities ?
- 3.4. Does he/she learn to help the man in need ?
- 3.5. Does he/she learn to be able to guide the villagers in their participation in social and political activities ?
- 3.6. Is there any aim of eradicating/resisting evils with the help of this learning ?
- 4.1. Does he/she learn to make better choice of vocation ?
- 4.2. Does he/she learn to acquire necessary experience, knowledge, efficiency, skill etc for any job ?
- 4.3. Does he/she learn to gather informations about the job/vocation suitable for him ?
- 4.4. Does he/she learn for improving the present vocation in any ?
- 4.5. Is it the purpose of his learning to acquire skill for a particular job ?
- 4.6. Does he/she learn to gather work experience ?
- 5.1. Does he/she learn to understand properly the cultural elements like acting, music, painting etc?

- 5.2. Does he/she learn with the aim that he can judge the quality of the activities organised in social and cultural spheres and modify them in case there are some defects ?
- 5.3. Does he/she learn to participate actively in different cultural programmes ?
- 5.4. Does he/she learn to transmit cultural heritage ?
- 6.1. Is it the purpose of his learning to read books, papers, magazines etc in the leisure time ?
- 6.2. Does he/she learn to attend the club, library, seminar etc and to participate in the management of these institutions ?
- 6.3. Does he/she learn to write literary articles, drawing pictures etc ?
- 6.4. Does he/she learn to utilise leisure time for social work ?
- 7.1. Is it the purpose of his learning to enable himself to maintain duties and responsibilities as a member of the family ?
- 7.2. Does he/she learn to take care of his family and relatives ?
- 7.3. Does he/she learn to ~~xxxx~~ guide his children in right direction ?
- 7.4. Is it a purpose of his learning to take proper care of the child ?
- 7.5. Is it the aim of his learning for making a happy family ?
- 7.6. Does he learn to have a healthful family life free from disease ?
- 8.1. Does he/she learn to make use of modern house hold articles ?
- 8.2. Is it a purpose of his/her learning to keep close relationship with the environments ?
- 8.3. Does he/she learn to be able to behave properly with others ?
- 8.4. Does he/she learn to make worthy use of environment and natural resources for individual and social development ?
- 8.5. Does the learner learn to understand the environment and its internal potentialities ?

Answer sheet of the interview schedule for the guardians/
parents of non-formal learners.

Name of the learner _____ Age _____

Caste _____ S.C./S.T./General.

Name of the centre _____ Tribal/Rural/Urban area
Dist _____

Name of the father/mother/guardian _____

Educational qualification of the father/mother/
guardian _____

Serial No	Yes	Uncertain	No
	1st Column	2nd Column	3rd Column
1.1.	()	()	()
1.2.	()	()	()
1.3.	()	()	()
1.4.	()	()	()
2.1.	()	()	()
2.2.	()	()	()
2.3.	()	()	()
2.4.	()	()	()
3.1.	()	()	()
3.2.	()	()	()
3.3.	()	()	()
3.4.	()	()	()
4.1.	()	()	()
4.2.	()	()	()
4.3.	()	()	()
4.4.	()	()	()
4.5.	()	()	()
4.6.	()	()	()
5.1.	()	()	()
5.2.	()	()	()
5.3.	()	()	()
5.4.	()	()	()
6.1.	()	()	()
6.2.	()	()	()
6.3.	()	()	()
6.4.	()	()	()
7.1.	()	()	()
7.2.	()	()	()
7.3.	()	()	()
7.4.	()	()	()
7.5.	()	()	()
7.6.	()	()	()

Serial No	Yes	Uncertain	No
	1st column	2nd column	3rd column
U.1.	()	()	()
U.2.	()	()	()
U.3.	()	()	()
U.4.	()	()	()
U.5.	()	()	()

(NOT TO BE FILLED IN BY THE PERSON INTERVIEWING)

TABLE FOR RECORDING THE SCORES

Sl. No.	Learning Needs	Scores
1	Social Recognition	
2	Economic Development	
3	Better citizenship	
4	Vocational efficiency	
5	Cultural Development	
6	Worthy Utilization of leisure	
7	Successful family life	
8	Understanding and manipulating environment	
	Total	

ପ୍ରାଥମିକ ସ୍ତରର ଅଣାନ୍ତରୀକ୍ଷାନିକ ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କ ଶିକ୍ଷଣ ଆବଶ୍ୟକତା ଅବଗତ ନିମିତ୍ତ ସେମାନଙ୍କ ପିତାମାତା/ଅଭିଭାବକଙ୍କ ସହିତ ସାକ୍ଷାତକାର

* ତଥ୍ୟ ସଂଗ୍ରହକାରୀଙ୍କ ପାଇଁ ସୂଚନା *

ଅଣାନ୍ତରୀକ୍ଷାନିକ ଶିକ୍ଷା କେନ୍ଦ୍ରରେ ଅଧ୍ୟୟନ କରୁଥିବା ଶିକ୍ଷାର୍ଥୀ (୯ ଓ ୧୪ ବର୍ଷ) ମାନଙ୍କର ଶିକ୍ଷଣର କି ଆବଶ୍ୟକତା ରହିଛି ଜାଣିବା ପାଇଁ ଏହି ସାକ୍ଷାତକାର ଉଦ୍ଦିଷ୍ଟ । ଏଥିରେ ଶିକ୍ଷଣର ଆବଶ୍ୟକତା ସଂପର୍କୀୟ କେତେକ ପ୍ରଶ୍ନ ରହିଛି । ଶିକ୍ଷାର୍ଥୀଙ୍କ ପିତା/ମାତା ଅଭିଭାବକଙ୍କୁ ସେହିସବୁ ପ୍ରଶ୍ନ ପଚାରି ଉଠିବ ପତ୍ରରେ ସେଗୁଡ଼ିକର ଉତ୍ତର ଲିପିବଦ୍ଧ କରିବାକୁ ହେବ । ପ୍ରତ୍ୟେକ ପ୍ରଶ୍ନର ନିର୍ଦ୍ଦିଷ୍ଟ କ୍ରମିକ ସଂଖ୍ୟା ରହିଛି । ଉତ୍ତର ପତ୍ରରେ ସେହି କ୍ରମିକ ସଂଖ୍ୟାର ଦକ୍ଷିଣ ପାର୍ଶ୍ୱରେ ଥିବା ଉତ୍ତର ହୁଏ/ଅନିଶ୍ଚିତ/ନାହିଁ ର ତଳେ ଦିଆଯାଇଥିବା () ଚିହ୍ନରେ “x” ମାରି ଉତ୍ତରର ସୂଚନା ଦେବାକୁ ହେବ । ଯଦି କୌଣସି ପ୍ରଶ୍ନର ଉତ୍ତର ହୁଏ, ତେବେ ହୁଏ (୧ମ ସ୍ଥଳ) ତଳେ “x” ମାରିବାକୁ ହେବ । ଯଦି ପ୍ରଶ୍ନର ଉତ୍ତର “ନା” ଲାଗି ସେ କହୁଛି ତାହାଲେ “ନା” (୩ୟ ସ୍ଥଳ) ତଳେ “x” ମାରିବାକୁ ହେବ ଏବଂ ଯଦି କୌଣସି ଉତ୍ତର ଦେବାକୁ ସନ୍ଦେହ ନହୁଅଛି ତାହାହେଲେ ‘ଅନିଶ୍ଚିତ’ (୨ୟ ସ୍ଥଳ) ତଳେ ‘x’ ମାରି ଉତ୍ତରର ସୂଚନା ଦେବାକୁ ହେବ । ପ୍ରତ୍ୟେକ ପ୍ରଶ୍ନକୁ ତଥ୍ୟ ସଂଗ୍ରହକାରୀ ବୁଝାଇ ଦେବେ ଓ କୌଣସି ପ୍ରଶ୍ନକୁ ଇଡ଼ି ଦେବେ ନାହିଁ ।

ତଥ୍ୟ ସଂଗ୍ରହକାରୀ ଉତ୍ତର ପତ୍ରର କ୍ଷେତ୍ରରେ ଥିବା ପର୍ମ ପୂରଣ କରିବେ ନାହିଁ ।

* ସାକ୍ଷାତକାର *

ଆପଣଙ୍କ ପୁଅ/ଝିଅ/ପିଲା ପଢ଼ା ଛାଡ଼ିଦେଇଥିଲା ବା ଏ ଯାବତୁ ଆଜିଯାଏ ପଢ଼ା ଆରମ୍ଭ କରିନଥିଲା । ଏବେ ଆପଣ ତାକୁ ଅଣ-ଅନ୍ତରୀକ୍ଷାନିକ ଶିକ୍ଷାଦାନ ପାଇଁ ପଢ଼ାଉଛନ୍ତି ବୋଲି ମୁଁ ଜାଣିବାକୁ ଯାଉଛି । ଶିକ୍ଷାଦାନରେ ତାକୁ ସାମାଜିକ ଚଳଣୀ, ଧର୍ମ ଓ ଦୃଷ୍ଟି, ସାମ୍ପ୍ରଦାୟ, ପରିବେଶ ସ୍ତରରେ ସଂପର୍କୀୟ କହି ପ୍ରଭୃତି ଯୋଗାଇ ଦିଆ ଯାଇଥିବ । ଶିକ୍ଷାଦାନରେ ତାକୁ ପଢ଼ାଇବା ମୂଳରେ ଆପଣଙ୍କର ଶିକ୍ଷା ଲକ୍ଷ୍ୟ/ଅଭିବ୍ୟକ୍ତି ନିଶ୍ଚୟ ଥିବ । ହୁଏତ ଏହି ପାଠପଢ଼ାତାର ଉଦ୍ଦିଷ୍ଟତା ଜୀବନରେ ଉଲଟି କରିବ ଓ ଆପଣଙ୍କ ସାଜପଟିଆ/ଗୌରବ ଉଲଟିରେ ମଧ୍ୟ ସେ କିଛି ସାହାଯ୍ୟ କରିପାରେ ।

ଏତ ଗଲ ମୋଟାମୋଟି ବିଭାଗ କଥା । କିନ୍ତୁ ମୁଁ ଆପଣଙ୍କୁ ଏ ବାବଦରେ ଅର୍ଥାତ ଆପଣଙ୍କ ପିଲା ପାଠପଢ଼ାର ଯେଉଁ ଆବଶ୍ୟକତା ଅଛି ବୋଲି ବିଶ୍ୱାସୁଛି, ସେ ସଂପର୍କରେ କେତେକ ପ୍ରଶ୍ନ ପଚାରିବି । ଆପଣ ଉଦ୍ଦିଷ୍ଟ ସେଗୁଡ଼ିକର ଉତ୍ତର ଦେବେ ।



ନିମ୍ନ : ସଂଖ୍ୟା * ଶିକ୍ଷଣର ଆବଶ୍ୟକତା ସଂପର୍କରେ ପ୍ରଶ୍ନାବଳୀ *

୧. ସେ ଗାଁ ବା ଗୋଷ୍ଠୀରେ ନେତୃତ୍ୱ ନେବାପାଇଁ ବୟସ୍କ ହେବାକୁ ପାଠପଢ଼ିବାକୁ ଯାଉଛନ୍ତି ?
୨. ଅନ୍ୟମାନଙ୍କ ସହିତ ଗଲ ସଂପର୍କ ରଖି କରିବାରେ ଏହି ଶିକ୍ଷାଦାନ ସାହାଯ୍ୟ କରିବ ବୋଲି ଇଡ଼ି ପାଠ ପଢ଼ୁଛନ୍ତି ?
୩. ଗାଁ/ଗୋଷ୍ଠୀରେ ଅନ୍ତର୍ଭୁକ୍ତ ହେଉଥିବା ସାମାଜିକ ଉତ୍ତର ଓ ଅନ୍ତର୍ଭୁକ୍ତ ଗୁଡ଼ିକରେ ଯଥାର୍ଥ ଭାବେ ଅଂଶ ଗ୍ରହଣ କରିବ, ସଂଗଠନ କରିବ ଓ ସେଗୁଡ଼ିକର ଉତ୍ତର ପାଇଁ କାର୍ଯ୍ୟକରି ପାରିବ ଏହି ଉଦ୍ଦେଶ୍ୟ ରଖି ସେ ପାଠ ପଢ଼ୁଛନ୍ତି ?
୪. ଉତ୍ତମ ସାମାଜିକ ପ୍ରତିଷ୍ଠାଲଭ କ୍ଷେତ୍ରରେ ପିଲାଙ୍କୁ ଏହି ପାଠପଢ଼ା ସାହାଯ୍ୟ କରି ପାରିବ ବୋଲି ଉଦ୍ଦେଶ୍ୟ ରଖି ପାଠ ପଢ଼ୁଛନ୍ତି ?
୫. ଆପଣଙ୍କ ପରିବାରର ଆୟରେ କିଛିଟା ଉଲଟି ଶିକ୍ଷାଦାନ ଉଦ୍ଦେଶ୍ୟରେ ପିଲା ପାଠ ପଢ଼ୁଛନ୍ତି ?
୬. ନିଜର ଗୋଟିଏ ବଢ଼ାଇବା ପାଇଁ ପିଲାଟି ପାଠ ପଢ଼ୁଛନ୍ତି ?
୭. ଗ୍ରାମ ବା ଗୋଷ୍ଠୀର ଅର୍ଥନୈତିକ ଦିକାଶରେ ସାହାଯ୍ୟ ଯୋଗାଯୋଗ ପାରିବା ଉଦ୍ଦେଶ୍ୟରେ ସେ ପଢ଼ୁଛନ୍ତି ?
୮. ଅର୍ଥନୈତିକ ଦିକାଶ ମୁକ୍ତ ସଂସ୍ଥା ଯଥା- ବ୍ୟାଙ୍କ, ସମବାୟ ସମିତି ଆଦିର ଉପଯୁକ୍ତ ଉପଯୋଗ କରିବାକୁ ସମର୍ଥ ହେବ ବୋଲି ପାଠ ପଢ଼ୁଛନ୍ତି ?

- ୩.୧ ଦେଶର କଣେଇର ମାଗଣାକ ରୂପେ ସେ ତାର କର୍ତ୍ତବ୍ୟ ଓ ଦାୟିତ୍ୱ ପାଳନ କରିବ, ଏହି ଉଦ୍ଦେଶ୍ୟରେ ସେ ପାଠ ପଢ଼ୁଥିବ ?
- ୩.୨ ନାଗରୀକର ଅଧିକାର ସାବ୍ୟସ୍ତ କରିବାକୁ ସେ ସକ୍ଷମ ହୋଇ ପାରିବ ବୋଲି ପଡ଼ୁଛି ?
- ୩.୩ ସାମାଜିକ ଓ ରାଜନୈତିକ କାର୍ଯ୍ୟକ୍ରମରେ ସକ୍ରିୟ ଅଂଶ ଗ୍ରହଣ କରିବାପାଇଁ ପାଠ ପଢ଼ୁଛି ?
- ୩.୪ ଅସୁବିଧାରେ ପଡ଼ିଥିବା ଲୋକଙ୍କୁ ସାହାଯ୍ୟ କରିବାକୁ ସେ ଏହି ପାଠପଢ଼ୁଛି ?
- ୩.୫ ଗାଁ/ସଂପ୍ରଦେଶୀ ଲୋକମାନଙ୍କୁ ସାମାଜିକ ଓ ରାଜନୈତିକ କାର୍ଯ୍ୟରେ ଠିକ୍ ଭାବେ ଅଂଶ ଗ୍ରହଣ କରିବା ଦିଗରେ ପରାମର୍ଶ ଦେବାକୁ ଉପଯୁକ୍ତ ହେବା ପାଇଁ ଏହି ପାଠ ପଢ଼ୁଛି ?
- ୩.୬ ଏହି ଶିକ୍ଷା ଲାଭକରି ଅସାମାଜିକ କାର୍ଯ୍ୟ ରୋକିବାରେ ଉଦ୍ଦେଶ୍ୟ ଅଛି ?
- ୪.୧ ଉପଯୁକ୍ତ ବୃତ୍ତି ବାଛିବା ପାଇଁ ସେ ଏହି ଶିକ୍ଷାଲାଭ କରୁଛି ?
- ୪.୨ କୌଣସି ଜୀବିକା ପାଇଁ ଆବଶ୍ୟକୀୟ ଜ୍ଞାନ, ଦକ୍ଷତା, ଅଭିଜ୍ଞତା ଲାଭ ଉଦ୍ଦେଶ୍ୟରେ ସେ ପଢ଼ୁଛି ?
- ୪.୩ ତା ପାଇଁ ଯେଉଁ ସବୁ ଜୀବିକା, ଧନ୍ୟ ଉପଯୁକ୍ତ ସେ ସଂପର୍କରେ ଅବଗତ ହେବାପାଇଁ ସେ ପାଠ ପଢ଼ୁଛି ?
- ୪.୪ ପିଲା ବର୍ଗମାନ ବୃତ୍ତିରେ (ଯଦିଥାଏ) ଉନ୍ନତି ଆଣିବା ଉଦ୍ଦେଶ୍ୟରେ ମେ ପଢ଼ୁଛି ?
- ୪.୫ କୌଣସି କାମ/ଧନ୍ୟପାଇଁ ଆବଶ୍ୟକୀୟ କୌଶଳ ହାସଲ କରିବା ବା ପାଠପଢ଼ାଉ ଉଦ୍ଦେଶ୍ୟ ?
- ୪.୬ ପିଲାଟି ଆବଶ୍ୟକୀୟ କର୍ମାନୁଗୁଡ଼ି ଲାଭ କରିବାପାଇଁ ପଠ ପଢ଼ୁଛି ?
- ୫.୧ ସାଂସ୍କୃତିକ ଉପାଦାନ ଯଥା- ଅଭିନୟ, ସଂଗୀତ, ଚିତ୍ରକଳା ଇତ୍ୟାଦି ଠିକ୍ ଠିକ୍ ଦୃଷ୍ଟିପାତ୍ରିକ ବୋଲି ପଡ଼ୁଛି ?
- ୫.୨ ପରିବେଶ ମଧ୍ୟରେ ସଂଗଠିତ ହେଉଥିବା ସଂସ୍କୃତିକ କାର୍ଯ୍ୟକ୍ରମ ଓ ପରିଚାଳିତ ହେଉଥିବା ସାଂସ୍କୃତିକ ଉପାଦାନ ଗୁଡ଼ିକୁ ବେଶି ସେବୁଡ଼ିବର ଦୋଷଗୁଣ ବିଶ୍ଳେଷ କରିପାରିବ ଓ ଦୋଷଗୁଣ ଥିଲେ ସେଗୁଡ଼ିକୁ ସୁଧାରି ସେମାନେ ମପଯୁକ୍ତ ଉନ୍ନତ ଆଣିବାକୁ ଚେଷ୍ଟାକରିବ, ଏହିପାଇଁ ସେ ପାଠ ପଢ଼ୁଛି ?
- ୫.୩ ସାଂସ୍କୃତିକ କାର୍ଯ୍ୟକ୍ରମ ମାନଙ୍କରେ ସଂକ୍ରାନ୍ତଭାବେ ଅଂଶ ଗ୍ରହଣ କରିବା ପାଇଁ ସେ ପାଠ ପଢ଼ୁଛି ?
- ୫.୪ ପିଲାଟି ତା'ର ସଂସ୍କୃତିର ସଂପ୍ରଦାୟର ସମାଜର ପାଇଁ ପାଠ ପଢ଼ୁଛି ?
- ୬.୧ ଅବସର ସମୟରେ ସେ ବହି, ପତ୍ର-ପତ୍ରିକା, ଖବରକାଗଜ ଆଦି ପଢ଼ିବ, ଏଭଳି ପାଠ ପଢ଼ୁଛି ?
- ୬.୨ କୁବ, ପାଠାଗାର ଓ ଆଲୋଚନା ଚକ୍ର ପ୍ରଭୃତିରେ ଯୋଗ ଦେବ ଓ ମେ ମନୁର ସମ୍ବନ୍ଧରେ ଅଂଶଗ୍ରହଣ କରିବା ଉଦ୍ଦେଶ୍ୟରେ ସେ ପଢ଼ୁଛି ?
- ୬.୩ ଲେଖା ଲେଖି କରିପାରିବ, ଚିତ୍ର ଆଙ୍କିପାରିବ ବୋଲି ସେ ପଢ଼ୁଛି ?
- ୬.୪ ଅବସର ସମୟରେ ସମାଜ ସେବାରେ ସେ ନିଜକୁ ନିୟୋଜିତ କରିବା ଉଦ୍ଦେଶ୍ୟରେ ପାଠ ପଢ଼ୁଛି ?
- ୭.୧ ପରିବାରର କଣେଇ ଯିବାବେଳେ ସେ ତାର କର୍ତ୍ତବ୍ୟ ଓ ଦାୟିତ୍ୱ ତୁଲ୍ୟ ପାଳନ କରିବାପାଇଁ ପାଠ ପଢ଼ୁଛି ?
- ୭.୨ ନିଜର ପିଲାମାନଙ୍କୁ ଉଚିତ୍ ମାର୍ଗରେ ଚଳାଇବା ଉଦ୍ଦେଶ୍ୟରେ ସେ ପାଠ ପଢ଼ୁଛି ?
- ୭.୩ ପରିବାର ଓ ସଂପର୍କୀୟ ମାନଙ୍କ ସେବା ଓ ଯତ୍ନ ନେବାପାଇଁ ସେ ପଢ଼ୁଛି ?
- ୭.୪ ଶିଶୁର ଯତ୍ନ ଠିକ୍ ଭାବେ ନେବା ପାଠ ପଢ଼ାଉ ଆଉ ଏକ ଉଦ୍ଦେଶ୍ୟ ?
- ୭.୫ ପ୍ରଶ୍ନାପରିବାର ଗଠନରେ ଏହି ପଢ଼ା ସାହାଯ୍ୟ କରିବା ଉଦ୍ଦେଶ୍ୟ ରଖି ସେ ପଢ଼ୁଛି ?
- ୭.୬ ନିରୋଗ ଓ ସୁସ୍ଥ ପାରିବାରିକ ଜୀବନ ଯାପନ କରିବା ପାଇଁ ସେ ଅଧ୍ୟୟନ କରୁଛି ?
- ୮.୧ ଆଧୁନିକ ଘରକରଣ ସାମଗ୍ରୀର ଯଥାର୍ଥ ବ୍ୟବହାର କରିବା ଉଦ୍ଦେଶ୍ୟରେ ସେ ପାଠ ପଢ଼ୁଛି ?
- ୮.୨ ପରିବେଶ ସହିତ ପରିସ୍ଥତି ଗଣ୍ଡା କରିବା ପାଠପଢ଼ାଉ ଅନ୍ୟତମ ଉଦ୍ଦେଶ୍ୟ ?
- ୮.୩ ଅନ୍ୟମାନଙ୍କ ସହିତ ଉପଯୁକ୍ତ ବ୍ୟବହାର/ଆଚରଣ ସ୍ୱଚ୍ଛନ୍ଦ କରିବା ପାଠପଢ଼ାଉ ଆବଶ୍ୟକତା ?
- ୮.୪ ବ୍ୟକ୍ତିଗତ ତଥା ସାମାଜିକ ବିକାଶ ପାଇଁ ପାରିପାର୍ଶ୍ୱିକ ପ୍ରାକୃତିକ ସମ୍ବଳର ଯଥାର୍ଥ ବିନିଯୋଗ ଏହି ଶିକ୍ଷାର ଅନ୍ୟତମ ଆବଶ୍ୟକତା ?
- ୮.୫ ପରିବେଶ ଓ ତାର ଅନ୍ତର୍ନିହିତ ଶକ୍ତିକୁ ହୃଦୟଙ୍ଗମ କରିବାର ଆବଶ୍ୟକତା ବୃଦ୍ଧି ପାଇଁ ଏହି ଶିକ୍ଷାଲାଭ କରୁଛି ?



**ଅଣଆନଶ୍ଵାନକ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କ ପିତା ମାତା/ଅଭିଭାବକ ମାନଙ୍କ
ପ୍ରାକ୍ଷାତିକାର ପ୍ରଶ୍ନାବଳୀର ଉତ୍ତର ପତ୍ର**

ଛାତ୍ର/ଛାତ୍ରୀଙ୍କ ନାମ _____ ଆବେଦନୀ/ପ୍ରବେଶନା- ବର୍ଷ _____
 କେନ୍ଦ୍ର _____ ଆବେଦନୀ ଅଞ୍ଚଳ/ଗ୍ରାମ/ସ୍ଥଳ _____ ଜିଲ୍ଲା _____
 ପିତା/ମାତା/ଅଭିଭାବକଙ୍କ ନାମ _____ ଶିକ୍ଷାଗତ ଶ୍ରେଣୀ/ବର୍ଗ _____

କ୍ରମିକ ସଂଖ୍ୟା	ହୁଁ	ହୁଁ କା ନା ସଂପର୍କରେ		ନା
		ଅନୁଷ୍ଠାନ	ଅନୁଷ୍ଠାନ	
	ମ ପ୍ରମ	ମ ପ୍ରମ	ମ ପ୍ରମ	

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କ୍ରମିକ ସଂଖ୍ୟା	ହୁଁ	ହୁଁ କା ନା ସଂପର୍କରେ		ନା
		ଅନୁଷ୍ଠାନ	ଅନୁଷ୍ଠାନ	
	ମ ପ୍ରମ	ମ ପ୍ରମ	ମ ପ୍ରମ	

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୮.୫	()	()	()

NOT TO BE FILLED IN BY THE PERSON INTERVIEWING

Table for recording the Scores

Sl.No.	Learning needs	Scores
1.	Social recognition	
2.	Economic development	
3.	Better Citizenship	
4.	Vocational efficiency	
5.	Cultural development	
6.	Worthy Utilisation of Leisure	
7.	Successful family life	
8.	Understanding and Manipulating environment.	
	Total	

From

Sri Achyut-nanda Nayak, M.A.M.Ed.,
Lecturer, A.A. Training College,
A/.., B. B. Kirpur, Dist. Keonjhar. 758022.

Dear Sir,

The present opinionnaire intends to identify the potential occupational areas in which the out of school children in the age group, around 9 to 14 are employed or employable through the opinion of the experts, who have wide experience regarding the world of work suitable to such children.

Since you have such experience, I consider it a privilege on my part to take your opinion in this regard.

Through an initial survey conducted on 800 out of school children in the age group of 9 to 14, the following occupational areas have been identified. Considering that the list is not exhaustive, I seek your valuable opinion. You are requested to go through the following list of occupation(s) satisfying the above criteria is/are to be included, you may please enlist the same at the end of the list in the space provided for the purpose.

With regards,

Yours sincerely,

(A.N.Nayak)

Date. 15.1.85

To

.....
.....
.....

Sl. Occupational areas. No.	A brief description of the occupation, if required.
1. Service	i) serving as a house boy/girl. ii) serving as a hotel boy/girl.
2. Agriculture.	i) working in one's own land. ii) working in xx other's land.
3. Business	
4. Technical & Industrial worker	
5. Animal Farming	
6. Fishing.	
7. Commerce.	
8. Industry	
9. Clay modelling/Sculpturing.	
10. Blacksmithing.	
11. Printing.	
12. Goldsmith.	
13. Laundry.	
14. Household work.	
15. Daily labour.	
16.	
17.	
18.	
19.	
20.	

Signature of the Experts.
Date.

Appendix - 8

An Occupational Interest Inventory for Primary Level Nonformal Learners

By Achyutananda Nayak.

Instructions to persons collecting data

This booklet is designed to study the pattern of occupational interest of nonformal learners at the age group of 9 to 14. Some activities relating to different occupations such as salaried jobs service, Agriculture, Business, Technical and Industrial work, Animal rearing, Weaving, Pottery, Clay modelling/sculpturing, Carpentry, Black smithing, Fishery, Goldsmith, Laundry, household work, Daily labour etc. are mentioned in the form of statements. The nonformal learners will be asked to give their preference to any of the jobs. Their choices will be recorded in the answer sheets in the following way.

There are three possible answers for each of the statements, such - (1) Interested (2) Not sure of interested or not (3) Not interested to each statement. The statements are not written in the answers sheets, but their serial numbers are mentioned. There are three columns showing three possible answers (Interested, Not sure about interest or disinterested and Not interested) to the right of each statement. Each of the statements of the booklet will be read to the nonformal learners will listen to it and give their responses, which will be recorded in the answer sheets putting a 'X' mark on the appropriate column at the right side of the respective statement.

No statement is to be left. If a learner does not understand any of the statements, the person collecting data will explain the same.

The person collecting data will not fill up the form at the last page of the answer sheet.

-----X-----

31. et to come regarding 20. occupation	Interested	Not some about interest or Disinte- rasted	Not interest- ed
	1st column	2nd column	3rd column
1. Clean the tables and utensils (serving) as a hotel boy/girl			
2. Plant vegetables in his/ her field and take care of them.			
3. Make different tiffin items.			
4. Work in his bidi factory.			
5. Look after one's own cattle in the field.			
6. Weave in hand looms.			
7. Arrange clay for pottery making.			
8. Make statue and models in mud.			
9. To cut wood and make size wood.			
10. Prepare fire, collect coal and heat iron etc in the shed.			
11. Catch fish from streams rivers and tanks by net.			
12. Work on gold and silver.			
13. Collect cloths from different people and wash them.			
14. Arrange household materials in one's own house.			
15. Carry bricks, sands etc. on wages basis.			
16. Supply water to the corn field.			
17. Take care of a child as a personal servant.			
18. Sale fruits and vegetables.			
19. Make plates of leaves.			
20. Arrange feed for one's own domestic animals.			
21. Spin thread by wheel.			
22. Paint the clay models/ids.			
23. Not to be considered as a work relating to the household			

Sl. No.	1st column	2nd column	3rd column
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23. Try to make improved earthen pots according to the requirements of the people.
24. Polish the wood by sand paper.
25. Hammer the iron plowes.
26. Assist father/brother in making golden/silver materials.
27. Catch fish with others in a group.
28. Assist the father/mother in laundry work.
29. Work in the corn field on daily wage.
30. Assist father/mother in household work when necessary.
31. Work in other's household on wage.
32. Take care of the younger brother/younger sister/nephew/niece.
33. Iron the washed clothes.
34. Preserve the ashes used in gold/silver work.
35. Throw ~~xxx~~ food for fish in the tanks.
36. Supply air to furnace of blacksmith.
37. Paint the newly made wooden articles.
38. Make paper-flower.
39. Help father/mother in making earthen pots.
40. Dry threads after colouring them.
41. Maintain and manage poultry.
42. Learn to repair bicycle.
43. Sale Ice cream/breads.
44. Weeding the corn field.
45. Supply drinking water to costumers in the hotel/resturant.
46. Carry bundles of corn plants with the help of the oxen from the field to the house.
47. Engaged in a family to take care of a patient.
48. (hawker) Sale newspapers door to door.
49. Fold papers for binding of the books in the printing press.
50. Listen discussion on animal husbandry from T.V. and Radio.
51. Roll the thread, prepare thread.
52. Make Earthen pots/containers,

Sl. No.	Statements regarding occupations	1st column	2nd column	3rd column
53.	Paint and draw picture on the walls of the house.			
54.	Carve the wooden dust and small wooden pieces.			
55.	Sharpen the knife, scissors etc.			
56.	Learn to make and prepare it.			
57.	Learn to weigh gold/silver correctly.			
58.	Keep the ironed dresses with care.			
59.	Keep the house neat and clean.			
60.	Work as helper to carpenters and mason and get wages.			
61.	Take care of the patient in the family.			
62.	Supply water to other's hotel/shops/ house and get wages.			
63.	Learn to mark on clothes for identification.			
64.	Collect informations regarding the art of milgrae from the experienced persons.			
65.	Prepare dried fish.			
66.	Sharpen the sickle with.			
67.	Try to learn new type of wood works.			
68.	Take designs on wood.			
69.	Select the earth suitable for pottery works.			
70.	Know the varieties of threads.			
71.	Visit the poultry farm and collect informations about it.			
72.	Surv. in the coal over factory.			
73.	Take the paper bags and sale it.			
74.	Harvest the corn field.			
75.	Serve in others family to clean the utensils and sweep the rooms on monthly salary basis.			
76.	Collect arum from the earth and carry there home.			
77.	Serve in a bicycle shop.			
78.	Make flower garlands and sale them.			
79.	Observe the work at factory.			
80.	Get diseased cattle, domestic animals to be examined by veterenary surgeons.			
81.	Agail the chance to visit the cotton mills and collect informations about it.			
82.	Make earth pots for preserving drinking water.			

Sl. No.	Statements regarding occupations	1st column	2nd column	3rd column
83.	Decorate the house.			
84.	Visit the turnitures workshop.			
85.	Try to make new iron equipments necessary for use in family.			
86.	Recognise improved fish loan them in tank for breeding purpose (near)			
87.	Know the uses of Nitric acid and touch stone etc for the work of goldsmithing.			
88.	Know the use of petro in removing mark of dirt.			
89.	Help the mother in cooking.			
90.	Pull the Rickshaw.			
91.	Supply water to one's family from the river, tank and well.			
92.	Go as a coolie in the Busstand and Railway station etc.			
93.	Know the characteristics and uses of soap, bleaching and washing powders.			
94.	Test the gold with the touch stone.			
95.	Collect informations regarding qualitative & food for fish.			
96.	See that the sickle, axe, knives, vegetable cutter made in your shed are of better quality than others.			
97.	Try to take advice from the well experienced carpents.			
98.	Decorate puja pandle during festivals.			
99.	Collect informations relating to making of potteries from the well experienced potters.			
100.	Know the kinds of thread suitable for weaving the cloth.			
101.	Take advice of the people having good knowledge of cattle feed.			
102.	Collect informations from the people working in the factories regarding their work.			
103.	Sell the toys and balloons for children.			
104.	Collect informations relating to high yeilding paddy and vegetables.			
105.	Work as a caw boy on salary basis.			

Sl. No.	Statements regarding occupations	1st column	2nd column	3rd column
106.	Prepare nursery bed for cultivation.			
107.	Be a personal servant to some man one to clean the cow shed and fetch grass for the cows.			
108.	Have a little shop.			
109.	Learn to run a printing machine.			
110.	Build the shed for the chickens.			
111.	Dry the threads after			
112.	making soft earthen pots in a furnace.			
113.	Make dolls.			
114.	Learn to cut different types of wood.			
115.	Collect and preserve unnecessary iron pieces for future use in the shed.			
116.	Collect information regarding facilities available from the Govt. and bank loans for pisciculture.			
117.	Save the gold and silver ornaments of new design and try to make ornaments of same design.			
118.	Return the washed clothes to disowners.			
119.	Take care of the guests who come to your house.			
120.	Work on wages in other states.			
121.	Teach your younger brother, younger sister, nephew and niece.			
122.	Get wages carrying goods in your bullock-cart or rickshaw.			
123.	Tell stories to younger brother, younger sister, niece and nephews.			
124.	Catch fish from others tank on wages.			
125.	Know the kind of water useful for washing the clothes.			
126.	Know the proportion of adulterating materials mixed with the gold for preparation of gold and silver ornaments.			
127.	Know the characteristics of the different types of clothes for washing them.			
128.	Repair the ornaments.			
129.	Be a member of the Fishermen's society.			
130.	Try to learn more from the experienced blacksmiths.			

1. Statements regarding occupations	1st column	2nd column	3rd column
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131. Know the process of preserving dry fish.
132. Know the properties of different types of iron for making different type of equipments.
133. Have a furniture shop.
134. Observe the work of an artist preparing scenes, sceneries and pictures etc and try to learn it.
135. Take use of tools for wood work.
136. Collect informations relating to Art and Sculpture while visiting in exhibition.
137. Make new earthen potteries according to the need of the people.
138. Listen to discussion relating to weaving from Radio.
139. Examine the structure and process of preparation of new pattern of potteries when you get chance to see them.
140. See the working of modern power loom in the Television.
141. Take care of the cattle shed.
142. Learn to run the rice huller.
143. Learn to milk the cow.
144. Like to work as a machine.
145. Have a tea stall.
146. Take the food to corn field for plough-man and plough the land when they are eating.
147. Work in a grocery shop to sweep and clean the shop and assist in sale of the articles.
148. Stock the paddy plant in the farm.
149. Serve to work as a cow boy/girl
~~regarding business/opening of shops~~
150. Collect informations regarding business/opening of shops from experienced persons in the field.

ପ୍ରାଥମିକ ସ୍ତରର ଅଣଆନୁଷ୍ଠାନିକ ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କ

ବୃତ୍ତି ସପକ୍ଷୀୟ

ଆଗ୍ରହ ପରିମାପକ ଉକ୍ତିମାଳା

ସମ୍ପାଦକ - ଅଧ୍ୟାପକ ଅନୁପମ ନାୟକ

★

ନିର୍ଦ୍ଦେଶନା - ଡଃ ସର୍ବେଶ୍ୱର ସାମଲ

ତଥ୍ୟ ସଂଗ୍ରହକାରୀଙ୍କ ପାଇଁ ସୂଚନା

ଅଣ ଆନୁଷ୍ଠାନିକ ଶିକ୍ଷାକେନ୍ଦ୍ରରେ ଅଧ୍ୟୟନ କରୁଥିବା ଶିକ୍ଷାର୍ଥୀ (୧୭ ୧୪ ବର୍ଷ) ମାନଙ୍କ ବୃତ୍ତି ସଂପର୍କୀୟ ଆଗ୍ରହ ଜାଣିବାପାଇଁ ଏହି ପୁସ୍ତିକା ଉଦ୍ଦିଷ୍ଟ । ଏଥିରେ ବୃତ୍ତିରୀ, କୃଷି, ବ୍ୟବସାୟ, କାରିଗରୀ, ପଶୁପାଳନ, ଚିତ୍ରକାମ, କାଠକାମ, ହାଣ୍ଡିଗଢ଼ା, ମୂର୍ତ୍ତିଗଢ଼ା ଓ ଖୁସ୍କାରୀ, କୁହାକାମ, ମାଛଗଛ, ପୁନାରୀକାମ, ଲୁହାକାମ, ଦିନମକରୀ ଓ ଘରକାମ, ସମ୍ବନ୍ଧିତ ବିଭିନ୍ନ ବୃତ୍ତି ସଂପର୍କୀୟ କେତେକ କାର୍ଯ୍ୟ ଗୋଟିଏ ଗୋଟିଏ ଭାବେ ରୂପେ ଉଲ୍ଲେଖ କରାଯାଇଛି । ଅଣଆନୁଷ୍ଠାନିକ ଶିକ୍ଷାକେନ୍ଦ୍ରରେ ଅଧ୍ୟୟନ କରୁଥିବା ଶିକ୍ଷାର୍ଥୀ ଯଦି ପ୍ରକୃତ ସ୍ୱୟଂସେବ ପ୍ରାଥମିକ ଖଣ୍ଡରେ ଏଗୁଡ଼ିକ ମଧ୍ୟରୁ କେଉଁକାମ ଗୁଡ଼ିକୁ କରିବାକୁ ଆଗ୍ରହ ହୁଏ କି ନାହିଁ, ତାହାର ଉତ୍ତର କ୍ରମେ ଏଥିରେ ସହିତ ପଠାଯାଇଥିବା ଉତ୍ତର ପତ୍ରରେ ନିମ୍ନ ସୂଚନା ମତେ ଉତ୍ତର ଲିପିବଦ୍ଧ କରିବାକୁ ହେବ ।

ସତ୍ୟେକ ଉକ୍ତିପାଇଁ ତିନି ସ୍ଥାନର ସାମ୍ୟ ଉତ୍ତରର ବ୍ୟବସ୍ଥା ଅଛି । ଯଥା - ଆଗ୍ରହୀ, ଆଗ୍ରହ କିମ୍ବା ଅନାଗ୍ରହ ସମ୍ପର୍କରେ ଅନିଶ୍ଚିତ ଓ ଅନାଗ୍ରହୀ । ଏହି ଉକ୍ତି ମାନଙ୍କର ସତ୍ୟେକ ଉକ୍ତି ପାଇଁ ଗୋଟିଏ ଲେଖାଏଁ କ୍ରମିକ ସଂଖ୍ୟା ଦିଆଯାଇଛି । ଉତ୍ତର ପତ୍ରରେ ଉକ୍ତି ଗୁଡ଼ିକ ଲେଖା ଯାଇ କେବଳ କ୍ରମିକ ସଂଖ୍ୟା ଓ ତାହାର ଦକ୍ଷିଣ ପାର୍ଶ୍ୱରେ ଉପରୋକ୍ତ ତିନି ସ୍ଥାନର ଉତ୍ତର (ଆଗ୍ରହୀ, ଆଗ୍ରହ କିମ୍ବା ଅନାଗ୍ରହ ସଂପର୍କରେ ଅନିଶ୍ଚିତ ଓ ଅନାଗ୍ରହୀ) ପାଇଁ ଚିହ୍ନଟି ଛାନ୍ଦ ରଖାଯାଇଛି । ଉକ୍ତି ମାନଙ୍କର ସତ୍ୟେକ ଉକ୍ତି ପିଛା ପୂର୍ବ ଶୁଦ୍ଧାଭିପ୍ରାୟ ହେବ । ସୂଚିତ କାର୍ଯ୍ୟ ଯିଏ ଗୁଡ଼ି ନିପାରିଲେ ଓ ଆବଶ୍ୟକ ମନେହେଲେ ତଥ୍ୟ ସଂଗ୍ରହକାରୀ ତାହା ବୁଝାଇ ଦେବେ ଓ ସେହି କାର୍ଯ୍ୟସୂଚି ତାଙ୍କର ଆଗ୍ରହ ବା ନାଗ୍ରହ ଭାବ ଜାଣିବେ ଏବଂ ତଦନୁଯାୟୀ ଉତ୍ତର ପତ୍ରରେ ସେହି କ୍ରମିକ ସଂଖ୍ୟାର ଦକ୍ଷିଣ ପାର୍ଶ୍ୱରେ ଥିବା ଉପଯୁକ୍ତ ସ୍ଥାନେ "X" ଚିହ୍ନ ବା ପିଛର ଉତ୍ତର ସୂଚାଇ ଦେବେ । କୌଣସି ଉକ୍ତି ନିଜାଡ଼ି ସମସ୍ତ ଉକ୍ତିର ଉତ୍ତର ଦେବକୁ ହେବ ।

ତଥ୍ୟ ସଂଗ୍ରହକାରୀ ଉତ୍ତର ପତ୍ରର ଶେଷ ପୃଷ୍ଠାରେ ଥିବା ପର୍ଯ୍ୟ ସୂଚଣ କରିବେ ନାହିଁ ।

କ୍ରମିକ ସଂଖ୍ୟା	କୃତ୍ରି ସଂପର୍କୀୟ ଉଚ୍ଚ ମାଳା	ଆଶ୍ରମୀ	ଆଶ୍ରମ କର୍ମାଧୀନ ସଂପର୍କ ର ଅନୁଷ୍ଠାନ	ଆନୁଷ୍ଠାନ
		୧ମ ସ୍ତମ୍ଭ	୨ୟ ସ୍ତମ୍ଭ	୩ୟ ସ୍ତମ୍ଭ
୧	କଳାଶ୍ରମ ଦୋକାନରେ ଗୁଣିକାକରି ଚେକ୍‌ବୁକ୍ ସଫା, ବାସନ ମଜା ଆଦିକାମ କରିବ ।	.....	.....	.....
୨	ନିଜ ବାଡ଼ିରେ ପନିପରିବା ଗଛ ଲଗାଇ ତାର ଯତ୍ନନେବ ।	.....	.....	.....
୩	ବରା, ପାଁପତ, କୋରା, ବାଦାମ ବୁଲାଇ ବିକିବ ।	.....	.....	.....
୪	ବିଡ଼ି କାଗଜାଳରେ ବିଡ଼ି ମୋଡ଼ିବ ।	.....	.....	.....
୫	ନିଜେ ପାକିଥିବା ଗୋରୁ ଛେଳି ବୋଇବ ।	.....	.....	.....
୬	ତଳରେ ଲୁଗା ବୁଣାବୁଣି କରିବ ।	.....	.....	.....
୭	ଛାଣି-ମାଠିଆ ଗଢ଼ିବା ପାଇଁ ମାଟି ସଂଗ୍ରହ କରିବ ।	.....	.....	.....
୮	ମାଟିର ମୂର୍ତ୍ତି ଗଢ଼ିବ ।	.....	.....	.....
୯	କାଠ କାଟି ସାଇଜ୍ କରିବ ।	.....	.....	.....
୧୦	ଲୁହା ଖାଜରେ ଖାଦ୍ୟ ସଜାଡ଼ିବା, ଖାଜପାଇଁ କୋଇଲା ଆଣିବା, ଲୁହା ତତାଇବା ଆଦି କାମ କରିବ ।	.....	.....	.....
୧୧	ନଈ ପୋଖରୀରୁ ଜାଳପକାଇ ମାଛ ଧରିବ ।	.....	.....	.....
୧୨	ସୁନା ରୂପା କାମ କରିବ ।	.....	.....	.....
୧୩	ଲୋକ ମାନଙ୍କ ଘରୁ ଲୁଗା ଆଣି ସଫା କରିବ ।	.....	.....	.....
୧୪	ନିଜେ ଘରେ ଜିନିଷପତ୍ର ସଜାଡ଼ି ରଖିବ ।	.....	.....	.....
୧୫	ମକୁରାରେ ମାଟି, ବାଲି ଇତ୍ୟାଦି ବୋହିବା କାମ କରିବ ।	.....	.....	.....
୧୬	ଗୁଣ୍ଠ ଶେଷରେ ପାଣି ମଡ଼ାଇବ ।	.....	.....	.....
୧୭	କୌଣସି ବ୍ୟକ୍ତିଙ୍କ ଘରେ ଗୁଣିକା କରି ତାଙ୍କ ପିଲାଙ୍କ ଯତ୍ନ ନେବ ।	.....	.....	.....
୧୮	ଫଳ ପନିପରିବା ବିକିବ ।	.....	.....	.....
୧୯	ଖିରିପତ୍ର, କଉଁସଳି ତିଆରି କରିବ ।	.....	.....	.....
୨୦	ପାକିଥିବା ଅନ୍ୟମାନଙ୍କ ପାଇଁ ଖାଦ୍ୟ ସଂଗ୍ରହ କରିବ ।	.....	.....	.....
୨୧	ତରଖାରେ ସୂତା କାଟିବ ।	.....	.....	.....
୨୨	ମାଟି ମୂର୍ତ୍ତିରେ ରଙ୍ଗ ଦେବ ।	.....	.....	.....
୨୩	ଲୋକଙ୍କ ଗୁଣିବା ଅନୁସାରେ ଭଲଟ ଧରଣର ଛାଣି/ମାଠିଆ ଗଢ଼ିବାକୁ ଚେଷ୍ଟାକରିବ ।	.....	.....	.....
୨୪	କାମ ହେଉଥିବା କାଠରେ ବାଲିକାଗଳ ଘସି ପାଲିସ କରିବ ।	.....	.....	.....
୨୫	ହାତୁଡ଼ିରେ ଲୁହା ପିଟିବ ।	.....	.....	.....
୨୬	ବାପା/ଭାଇଙ୍କୁ ସୁନା ରୂପା ଜିନିଷ ତିଆରି କାମରେ ସାହାଯ୍ୟ କରିବ ।	.....	.....	.....
୨୭	ଅନ୍ୟମାନଙ୍କ ସହ ଦଳବାହି ମାଛ ଧରିବ ।	.....	.....	.....
୨୮	ବାପା/ମାଆ ଲଣ୍ଡି କାମରେ ସାହାଯ୍ୟ କରିବ ।	.....	.....	.....
୨୯	ମକୁରାରେ ବିଲରେ ଗୁଣିକାମ କରିବ ।	.....	.....	.....
୩୦	ମା/ବାପାଙ୍କୁ ଦରକାର ହେଲେ ଘର କାମରେ ସାହାଯ୍ୟ କରିବ ।	.....	.....	.....

କ୍ର. ସଂ.	ବୃଦ୍ଧ ସଂପର୍କୀୟ ଉକ୍ତି ମାଳା	ଆଶ୍ରୟ		
		୧ମ ପ୍ରମ.	୨ୟ ପ୍ରମ.	୩ୟ ପ୍ରମ.
୧	ଅନ୍ୟ ଲୋକର ଘରବାଡ଼ିରେ କାମ କରି ମଜୁରୀ ଆଣିବ ।	.....	.....	.....
୨	ସାନଭାଇ/ସାନଭଉଣୀ/ପୁତୁରା/ଝିଆରୀଙ୍କ ଯତ୍ନନେବ ।	.....	.....	.....
୩	ସପା ହୋଇଥିବା ଲୁଗାକୁ ଲାସୀ ଦେବ ।	.....	.....	.....
୪	ସୁନାଭୂପା କାମରେ ବ୍ୟବହୃତ ପାଉଁଶ ସାଇତି ରଖିବ ।	.....	.....	.....
୫	ମାଛ ମାନଙ୍କ ଖାଦ୍ୟ ପୋଖରୀରେ ପକାଇବ ।	.....	.....	.....
୬	ଲୁହା ତୁଲକୁ ହାତୁଡ଼ି ଦେବ ।	.....	.....	.....
୭	ନୂଆକାଠ ଜିନିଷରେ ଗଙ୍ଗ ଦେବ ।	.....	.....	.....
୮	କାଗଜ ପୂଜା କାଟିବ ।	.....	.....	.....
୯	ହାଣ୍ଡି/ମାଠିଆ ଗଡ଼ିବାରେ ବାପା/ଭାଇଙ୍କୁ ସାହାଯ୍ୟ କରିବ ।	.....	.....	.....
୧୦	ସୂତାରେ ଗଙ୍ଗ ଦେଇ ଶୁଖାଇବ ।	.....	.....	.....
୧୧	କୁକୁଡ଼ା ପାଳିବ ଓ ସେମାନଙ୍କ ଯତ୍ନନେବ ।	.....	.....	.....
୧୨	ପାଉଁଶକଲ ମରାମତି କରିବା ଶିଖିବ ।	.....	.....	.....
୧୩	ଆଇସ୍କ୍ରିମ/ପାଉଁଛୁଟି ଚିକିଟ ।	.....	.....	.....
୧୪	ଗୁଣ୍ଡ ଶେତରେ ବନ୍ଧାବନ୍ଧି କାମ କରିବ ।	.....	.....	.....
୧୫	ହୋଟେଲରେ/ବଜାରରେ ଦୋକାନରେ ଗରାଖ ମାନକୁ ପାଣି ଯୋଗାଇବ ।	.....	.....	.....
୧୬	ବିଲୁ ବନ୍ଦ ସାହାଯ୍ୟରେ ବଚ୍ଚା ଆଣିବ ।	.....	.....	.....
୧୭	କୌଣସି ବ୍ୟକ୍ତିଙ୍କ ଘରେ ରୋଗୀର ଯତ୍ନନେବା ପାଇଁ ଗୁରୁତା କରିବ ।	.....	.....	.....
୧୮	ଘରଘର ତୁଲି ଖବର କାଗଜ ଯୋଗାଇବ ।	.....	.....	.....
୧୯	ଛାପାଖାନାରେ ବହି ବନ୍ଧାଇ ପାଇଁ ଛାପାକାଗଜ ଉଠାରିବ ।	.....	.....	.....
୨୦	ପଶୁପାଳନ ସଂପର୍କୀୟ ଆଲୋଚନା ରେଡ଼ିଓରୁ ଶୁଣିବ ।	.....	.....	.....
୨୧	ସୂତା ବଢ଼ିବ ।	.....	.....	.....
୨୨	ମାଟିକୁଣ୍ଡ ତିଆରି କରିବ ।	.....	.....	.....
୨୩	ଘରର କାନ୍ଥ ଉଠାଇ ଚିକିଟ କରିବ ।	.....	.....	.....
୨୪	କାଠଗୁଣ୍ଡ ଓ ଚୁନା କାଠକୁ ସାଇତି ରଖିବ ।	.....	.....	.....
୨୫	କଟା, ଝୁରୀ, ପନିକିରେ ଧାର କରିବ ।	.....	.....	.....
୨୬	କାଲ ବୁଣି ଶିଖିବ ଓ କାଲ ବୁଣିବ ।	.....	.....	.....
୨୭	ସୁନାଭୂପା ଠିକ୍ ଭାବେ ଓଜନ କରି ଶିଖିବ ।	.....	.....	.....
୨୮	ଲାସୀ ହୋଇଥିବା ଲୁଗାକୁ ଯତ୍ନ ସହକାରେ ସଜାଡ଼ି ରଖିବ ।	.....	.....	.....
୨୯	ଘର ପରିସାର ପରିଚ୍ଛନ୍ନ ରଖିବ ।	.....	.....	.....
୩୦	ଘରଟିଆରି କାମରେ ରାଜମିଆ, କାଠମିଆ ପାଖରେ କାମକରି ମଜୁରୀ ଆଣିବ ।	.....	.....	.....
୩୧	ଘରେ କେହି ରୋଗରେ ପଡ଼ିଲେ ତାଙ୍କର ସେବା କରିବ ।	.....	.....	.....

କ୍ରମିକ ସଂଖ୍ୟା	ବୃତ୍ତି ସଂପର୍କୀୟ ଉକ୍ତ ମାଳା	ଆଗ୍ରହୀ	ଅଗ୍ରହ କରୁଥିବା ଅନାଗ୍ରହ ସଂପର୍କରେ ଅନୁକୃତି	
		୧ମ ପ୍ରମୁ	୨ୟ ପ୍ରମୁ	୩ୟ ପ୍ରମୁ
୭୧	ଅନ୍ୟର ଘର/ଦୋକାନ/ହୋଟେଲକୁ ପାଣି ଯୋଗାଇ ମନୁଷୀ ଆଣିବ ।	.....	.....	.....
୭୨	ଲୁଗାଟି କାହାର କାଣିବାପାଇଁ ଲୁଗାରେ ଟିକ୍ ଦେଇ ଶିଖିବ ।	.....	.....	.....
୭୩	ଅଭିଜ୍ଞ ସୁନାଗୁପା କରାଗରକ ଠାରୁ କରାଗରୀ ସଂପର୍କୀୟ ତଥ୍ୟ ସଂଗ୍ରହ କରିବ ।	.....	.....	.....
୭୪	ମାଛକୁ ଶୁଖାଇ ଶୁଖୁଥା କରିବ ।	.....	.....	.....
୭୫	ବାଆରେ ଛେଦା କରିବ ।	.....	.....	.....
୭୬	ନୂଆ ନୂଆ କାଠ କାମ ଶିଖିବାକୁ ଚେଷ୍ଟାକରିବ ।	.....	.....	.....
୭୭	କାଠ ଉପରେ କମ କରିବ ।	.....	.....	.....
୭୮	ହାଣ୍ଡି/ମାଠିଆ ପାଇଁ କେଉଁ ମାଟି ଭଲ କାଣିବ ।	.....	.....	.....
୭୯	ସବୁଜ କିସମ ଢାଣିବ ।	.....	.....	.....
୮୦	କୁକୁଡ଼ା ପାମ୍ପ ଦେଖିବ ଓ ପାମ୍ପ ସଂପର୍କରେ ବିଭିନ୍ନ କଥା ପଚାରି ବୁଝିବ ।	.....	.....	.....
୮୧	କୋଇଲି ଗୁମ୍ଫା କାରାଖାନାରେ କାମ କରିବ ।	.....	.....	.....
୮୨	ଠୁଙ୍ଗା ତିଆରି କରି ବିକିବ ।	.....	.....	.....
୮୩	ରାଷ୍ଟ୍ର ସେତରେ ଖଟ/ସାର ପକାଇବ ।	.....	.....	.....
୮୪	କୌଣସି ବ୍ୟକ୍ତିଙ୍କ ଘରେ ଗୁମ୍ଫା କରି ବାସନ ମାଜିବ ଓ ସର ଓକାଇବ ।	.....	.....	.....
୮୫	ବାଜିରୁ ସାର ଖୋଜି ଘରକୁ ଆଣିବ ।	.....	.....	.....
୮୬	ସାଇକଲ ବୋକନରେ ଗୁମ୍ଫା କରିବ ।	.....	.....	.....
୮୭	ପୁରୁମାକ ତିଆରି କରି ବିକିବ ।	.....	.....	.....
୮୮	କଳକାରଖାନାରେ କିପରି କାମ ହେଉଛି ଦେଖିବ ।	.....	.....	.....
୮୯	ଗୋରୁ/ହେଜିକୁ ରୋଗ ହେଲେ ପଶୁ ଡାକ୍ତରଙ୍କୁ ଦେଖାଇବ ।	.....	.....	.....
୯୦	ସୁଯୋଗ ପାଇଲେ ଲୁଗାକଟ ଦେଖିବାକୁ ଯିବ ଓ ସେ ସଂପର୍କରେ କାଣିବାପାଇଁ ପଚାରି ବୁଝିବ ।	.....	.....	.....
୯୧	ମାଠିଆ/ସୁରେଇ ଗଢିବ ।	.....	.....	.....
୯୨	ଘର ସଜାଇବ ।	.....	.....	.....
୯୩	ପଣିତସଂ କାରଖାନା ଦେଖିବାକୁ ଯିବ ।	.....	.....	.....
୯୪	ନୂଆନୂଆ ଲୁହା ତିଆରି ଘର ଉପକରଣ ଓ ରାଷ୍ଟ୍ର ଉପକରଣ ଆଦି ତିଆରି କରିବାକୁ ଚେଷ୍ଟା କରିବ ।	.....	.....	.....
୯୫	କାଟିଆ ମାଛ କାଆଁକ ଟିକ୍ ପୋଖରୀରେ ଛାଡିବ ।	.....	.....	.....
୯୬	ସୁନାଗୁପା କାମ ପାଇଁ ଟାଙ୍ଗାଣା, ନାଇଟିକ ଏସିଡ୍, କଷ୍ଟିପଥର ଆଦିର ଉପଯୋଗୀତା ଜାଣିବ ।	.....	.....	.....
୯୭	ଲୁଗାସଫା କରିବାରେ ପେଟ୍ରୋଲ ବ୍ୟବହାର ଜାଣିବ ।	.....	.....	.....
୯୮	ଡୋଷେଇ କାମରେ ମାଂସ ସାହାଯ୍ୟ କରିବ ।	.....	.....	.....

ନୃତ୍ୟ ସଂପର୍କୀୟ ଉକ୍ତ ମାଳା	ଅକ୍ଷରୀ	ଆକ୍ଷର କମ୍ପାସନାକ୍ରମ ସଂପର୍କରେ ଅନୁସୂଚିତ	ଅକ୍ଷରୀ
	୧ମ ପ୍ରମ	୨ୟ ପ୍ରମ	୩ୟ ପ୍ରମ
ଶିଳ୍ପୀ ଜାଣିବ ।
ମ.ଇ କଥା ପୋଖରୀକୁ ଘରକୁ ପାଣି ଆଣିବ ।
ବଦ୍ଧାଣ୍ଡ, ରେକର୍ଡେସନରେ କୁଣ୍ଡିତ କରିବ ।
ସାବୁନ, ସୋଡା, ଡିଟରଜେଣ୍ଟ ପାଇବରର ଗୁଣ ବ୍ୟବହାର ସଂପର୍କରେ ଜାଣିବ ।
କଷ୍ଟି ପଥରରେ ଭିନ ଭିନ କିସମର ସୁନା ପରଖ କରି ଶିଖିବ ।
କାଥକ ବଢିବା ପାଇଁ କି ପ୍ରକାର ଖାଦ୍ୟ ବରକାର ସେ ସଂପର୍କରେ ତଥ୍ୟ ସଂଗ୍ରହ କରିବ ।
ନିଜ ଶ୍ରାବରେ ତିଆରି ହେଉଥିବା ଦା, କଟା, ଛୁରୀ, ପନିକି, ଖଡ଼ିକା ପ୍ରଭୃତି ଯେପରି ଅନ୍ୟମାନଙ୍କଠାରୁ ଭଲ ହୋଇ ପାରିବ ଦେଖିବ ।
ଅଗିଷ୍ଟ ଜାଠ କାରାଗରଜ ଠାରୁ ପରାମର୍ଶ ନେବାକୁ ଚେଷ୍ଟ କରିବ ।
ପୁଡ଼ା, ପର୍ବ ମାନଙ୍କରେ ପୁଡ଼ା ମଣ୍ଡପ ତିଆରିବ ।
ହାଣ୍ଡି, ମାଠିଆ ଗଡ଼ିବା କାମଧରା ସଂପର୍କରେ ଅଗିଷ୍ଟ କାରାଗରଜ ଠାରୁ ତଥ୍ୟ ସଂଗ୍ରହ କରିବ ।
କୁରା କୁଆକୁଣି ପାଇଁ ବେଉଁସକାର ସୁଡ଼ା ଭଲ ବା ମନ୍ଦ ଜାଣିବ ।
ଗାଈ, ଗୋରୁ ମାନଙ୍କ ଖାଦ୍ୟ ସଂପର୍କରେ ଜ୍ଞାନ ଥିବା ଲୋକଙ୍କର ପରାମର୍ଶ ନେବ ।
କରକାରଖାନାରେ କାମକରୁଥିବା ବ୍ୟକ୍ତିଙ୍କୁ ତାଙ୍କ କାମ ସଂପର୍କରେ ପରୀକ୍ଷିତ କରିବ ।
ପିଲଙ୍କ ଖେଳନା, ବେଲୁନ ଆଦି ବିକିବ ।
ପନିପରିବା ଗୁଣ ବା ଧାନଗୁଣକୁ କିପରି ଅଧିକ ଅମଳ ମିଳିବ ଜାଣିବା ଶୁଣିବା ଲୋକଙ୍କ ଠାରୁ ପରୀକ୍ଷିତ କରିବ ।
କୌଣସି ଲୋକର ଘରେ ଗୁଳିରୀ କରି ଗୋରୁ, ହେକି ତିଆରିବ ।
ଗୁଣ ପାଇଁ ଚର୍ଚ୍ଚି ପକାଇବ ।
କୌଣସି ଲୋକର ଘରେ ଗୁଳିରୀ କରି ଗୁରାଜ ସଫାକରିବ ଓ ଗାଈ ବାଟିବ ।
ପାନ ଦୋକାନ ଦେବ ।
ଛାପାଖାନାର ମେସିନ ତିଆରି ଶିଖିବ ।
କୁକୁଡ଼ା ମାନଙ୍କ ରହିବା ପାଇଁ ଗଡ଼ି ତିଆରି କରିବ ।
ସୁଡ଼ାରେ ମଣ୍ଡ ଦେଇ ଶୁଖାଇବ ।
ମାଟି ତିଆରି କଥା ହାଣ୍ଡି, ମାଠିଆ ଗଡ଼ିରେ ଖର୍ଚ୍ଚ ପୋଡ଼ିବ ।
କଣ୍ଠେଇ ତିଆରି କରିବ ।
ବିଭିନ୍ନ ଜାଠ ବିକିବ ।
ଭବିଷ୍ୟତରେ ଖାଦ୍ୟ କାମରେ ଲଗାଇବା ପାଇଁ ଅବରକାରୀ ହୋଇ ପଡ଼ିରହିଥିବା ଲୁହାଣ୍ଡମାନ ସଂଗ୍ରହ କରିବ ।

କ୍ରମିକ ସଂଖ୍ୟା	ବୃଦ୍ଧି ସଂପର୍କୀୟ ଉଚ୍ଚ ମାଳା	ଆଗ୍ରହୀ	ଆଗ୍ରହ କମ୍ପାଧନାଗ୍ରହ ସଂପର୍କରେ ଅନ୍ତର୍ଭୁକ୍ତ	ଅନାଗ୍ରହୀ
		୧ମ ପ୍ରମ	୨ୟ ପ୍ରମ	୩ୟ ପ୍ରମ
୧୧୭	ମାଛ ଶ୍ଵସ୍ତ୍ରପାଇଁ କିପ୍ରକାର ସରକାରୀ ସୁବିଧା ଓ ବ୍ୟାଙ୍କ ରଖି ଆଦି ମିଳୁଛି ସେ ସଂପର୍କରେ ତଥ୍ୟ ସଂଗ୍ରହ କରିବ ।	.....	.....	.....
୧୧୭	ନୂଆ ନୂଆ ଜିବାକରନ୍ ଗୁଣାଗୁଣା ଅବକାର ଦେଖି ସେହିପରି ଜିନିଷ ତିଆରି କରିବାକୁ ଚେଷ୍ଟା କରିବ ।	.....	.....	.....
୧୧୮	ସଫା ହୋଇଥିବା ଲୁଗାକୁ ନିର୍ଦ୍ଦିଷ୍ଟ ଲୋକଙ୍କ ପାଖରେ ପହଞ୍ଚାଇ ଦେବ ।	.....	.....	.....
୧୧୯	ଶରକୁ ଆସିଥିବା କୁଣିଆ ମାନଙ୍କର ଯତ୍ନ ନେବ ।	.....	.....	.....
୧୨୦	ଅନ୍ୟ ରାଜ୍ୟକୁ ଯାଇ ମକରୁରେ କାମ କରିବ ।	.....	.....	.....
୧୨୧	ସାନଗଜ, ସାନଗଜଣୀ, ପୁତୁରା, ଝିଆରୀ ମାନଙ୍କୁ ପାଠପଢ଼ାଇବ ।	.....	.....	.....
୧୨୨	ବଜ୍ର ଗାଡ଼ି, ଟ୍ରାକ୍ ଟିକ୍ସାରେ ଜିନିଷ ପହଞ୍ଚା ବୁଝା ବୁଝି କରି ମକରୁ ଆଣିବ ।	.....	.....	.....
୧୨୩	ସାନଗଜ, ସାନ ଗଜଣୀ, ପୁତୁରା, ଝିଆରୀ ମାନଙ୍କୁ ଗପ କହିବ ।	.....	.....	.....
୧୨୪	ଅନ୍ୟ ଲୋକର ପୋଷାରୀ ମାଛ ଧରି ଦେଇ ମକରୁ ଆଣିବ ।	.....	.....	.....
୧୨୫	କେଉଁ ପ୍ରକାର ପାଣିରେ ଲୁଗା ଲାଲ ସଫାହୁଏ ଜାଣିବ ।	.....	.....	.....
୧୨୬	ସୁନାଗୁଣା ଜିନିଷ ଗଢ଼ା ପାଇଁ କେଉଁ ସୁନାରେ କେତେ ପରିମାଣରେ ଖାଦ ମିଶାଇଲେ ଭଲ ଗତି ହେବ ତାହା ଜାଣିବ ।	.....	.....	.....
୧୨୭	ଲୁଗା ସଫା କରିବାପାଇଁ ବିଭିନ୍ନ ପ୍ରକାର ଲୁଗାର ଗୁଣ ଜାଣିବ ।	.....	.....	.....
୧୨୮	ଗହଣା ମରାମତି କାମ କରିବ ।	.....	.....	.....
୧୨୯	ମସଜିଦ୍ ସମବାୟ ସମିତିର ସଭ୍ୟ ହେବ ।	.....	.....	.....
୧୩୦	ଝିଲି ଲୁଗା କରାଗରକ ଠାରୁ ଅଧିକ ଜାଣିବା ପାଇଁ ଚେଷ୍ଟା କରିବ ।	.....	.....	.....
୧୩୧	ମାଛରୁ ସସ୍ତ୍ର ଶୁଖୁଥିବା ଦିପରି ସଂରକ୍ଷଣ ବରାଯାଇ ରଖାଯାଏ ତାହା ଜାଣିବ ।	.....	.....	.....
୧୩୨	ଉପକରଣ ତିଆରି ପାଇଁ ବିଭିନ୍ନ ବିସମର ଲୁହାର ଗୁଣ ଜାଣିବ ।	.....	.....	.....
୧୩୩	ପଣ୍ଡିତସାଁ କାରଖାନା କରିବ ।	.....	.....	.....
୧୩୪	ଅବସର ସମୟରେ ସିନ୍-ସିନେରୀ, ଛବି ତିଆରି କରୁଥିବା ଶିଳ୍ପୀଙ୍କ ପାଖରେ ବସି ତାଙ୍କ କାର୍ଯ୍ୟଦେଖିବ ଓ ତାଙ୍କଠାରୁ କାମ ଶିଖିବାପାଇଁ ଚେଷ୍ଟା କରିବ ।	.....	.....	.....
୧୩୫	କାଠକାମ ପାଇଁ ଉପକରଣ ଗୁଡ଼ିକର ବ୍ୟବହାର କରିବ ।	.....	.....	.....
୧୩୬	ପ୍ରଦର୍ଶନୀ ଦେଖିଯାଇଥିବା ବେଳେ କଳା, କାରୁକାର୍ଯ୍ୟ ସଂପର୍କୀୟ ତଥ୍ୟ ସଂଗ୍ରହ କରିବ	.....	.....	.....
୧୩୭	ଲୋକଙ୍କ ବରକାର ଅନୁସାରେ ମାଟିରେ ନୂଆନୂଆ ଉପକରଣ ଗଢ଼ିବ ।	.....	.....	.....
୧୩୮	ରେଡ଼ିଓରୁ ଲୁଗା ବୁଣା ସଂପର୍କରେ ଆଲୋଚନା ଶୁଣିବ ।	.....	.....	.....
୧୩୯	ନୂଆ ଧରଣର ମାଟିପାତ୍ର ଦୃଷ୍ଟିରେ ପଡ଼ିଲେ ତାର ଗଠନ ପ୍ରଣାଳୀ ଦେଖିବ ।	.....	.....	.....
୧୪୦	ଆଧୁନିକ ଧରଣର କଳତତ୍ତ୍ଵ ଚଳାଚଳ ଟେଲିଭିଜନ୍ରେ ଦେଖିବ ।	.....	.....	.....
୧୪୧	ଗୋରୁ ଗୁହାଜର ଯତ୍ନ ନେବ ।	.....	.....	.....
୧୪୨	ଶୁଭକ କଳ ଚଳାଇ ଶିଖିବ ।	.....	.....	.....

କ୍ରମିକ ସଂଖ୍ୟା	ବୃତ୍ତି ସଂପର୍କୀୟ ଉଚ୍ଚ ମାଳା	ଆରମ୍ଭ	ଆରମ୍ଭ କରୁଥିବା ଅନାଗୁଡ଼ି ସଂପର୍କରେ ଅନୁଷ୍ଠାନ	ଅନାଗୁଡ଼ି
		୧ମ ପ୍ରମାଣ	୨ୟ ପ୍ରମାଣ	୩ୟ ପ୍ରମାଣ
୪୩	ଗାରି ଦୁଇଟି ଶିଖିବ ।			
୪୪	ଗାରିମିଆ କାମକରିବାକୁ ଗୁଡ଼ିବ ।	.....	.....	.....
୪୫	ଗୁ ଦୋକାନ ଦେବ ।			
୪୬	ହରୁଆ ମାନଙ୍କ ପାଇଁ ବିଲକୁ ଖାଦ୍ୟ ନେଇଯିବ ଓ ସେମାନେ ଖାଇବା ସମୟରେ ହରୁ ବୁଲାଇବ ।	.....	.....	.....
୪୭	ତେଜଗାଡ଼ି ଦୋକାନରେ ଗୁଳିରୀ କରି ଦୋକାନ ସଫାକରିବ ଓ ଜିନିଷପତ୍ର ଦେବା ନେବା କାମ କରିବ ।	.....	.....	.....
୪୮	ଖଜାରେ କବିତା ଗଦାମାରି ରଖିବ ।	.....	.....	.....
୪୯	କୌଣସି ଲୋକ ପାଖରେ ରହି ବୋଲିହାକ କରିବ ।	.....	.....	.....
୫୦	ବିଭିନ୍ନ ବ୍ୟବସାୟ ଓ ଦୋକାନ କରିବା ସଂପର୍କରେ ଜଣାଶୁଣା ଲୋକଙ୍କୁ ପଚାରି ବୁଝିବ ।	.....	.....	.....

ପ୍ରାଥମିକ ସ୍ତରର ଅଣଆନୁଷ୍ଠାନିକ ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କ ବୃତ୍ତି ସଂପର୍କୀୟ ଆଗ୍ରହ ପରିମାପକ ଉତ୍କଳମାଳାର ଉତ୍ତର ପତ୍ର

ନାମ ବୟସ ବାଳକ/ବାଳିକା ଅଭିବାସୀ/ପ୍ରବଚନ
 ଥିବା ଆନୁଷ୍ଠାନିକ ଶିକ୍ଷାକେନ୍ଦ୍ରର ନାମ ସ୍ଥାନ
 ଗ୍ରାମାଞ୍ଚଳ/ସହରାଞ୍ଚଳ/ଆଦିବାସୀ ଅଞ୍ଚଳ/ସହରରେ ବସି କି

କ୍ରମିକ ସଂଖ୍ୟା	ଆଗ୍ରହୀ		ଅଗ୍ରହ କରୁଥିବା ଅନାଗ୍ରହୀ ସଂପର୍କରେ ଅନୁକୃତିତ	ଅନାଗ୍ରହୀ	କ୍ରମିକ ସଂଖ୍ୟା	ଆଗ୍ରହୀ		ଅଗ୍ରହ କରୁଥିବା ଅନାଗ୍ରହୀ ସଂପର୍କରେ ଅନୁକୃତିତ	ଅନାଗ୍ରହୀ
	୧ମ ପ୍ରମୁଖ	୨ୟ ପ୍ରମୁଖ				୧ମ ପ୍ରମୁଖ	୨ୟ ପ୍ରମୁଖ		
୧	()	()	()	()	୨୭	()	()	()	()
୨	()	()	()	()	୨୮	()	()	()	()
୩	()	()	()	()	୨୯	()	()	()	()
୪	()	()	()	()	୩୦	()	()	()	()
୫	()	()	()	()	୩୧	()	()	()	()
୬	()	()	()	()	୩୨	()	()	()	()
୭	()	()	()	()	୩୩	()	()	()	()
୮	()	()	()	()	୩୪	()	()	()	()
୯	()	()	()	()	୩୫	()	()	()	()
୧୦	()	()	()	()	୩୬	()	()	()	()
୧୧	()	()	()	()	୩୭	()	()	()	()
୧୨	()	()	()	()	୩୮	()	()	()	()
୧୩	()	()	()	()	୩୯	()	()	()	()
୧୪	()	()	()	()	୪୦	()	()	()	()
୧୫	()	()	()	()	୪୧	()	()	()	()
୧୬	()	()	()	()	୪୨	()	()	()	()
୧୭	()	()	()	()	୪୩	()	()	()	()
୧୮	()	()	()	()	୪୪	()	()	()	()
୧୯	()	()	()	()	୪୫	()	()	()	()
୨୦	()	()	()	()	୪୬	()	()	()	()
୨୧	()	()	()	()	୪୭	()	()	()	()
୨୨	()	()	()	()	୪୮	[]	[]	[]	[]
୨୩	()	()	()	()	୪୯	[]	[]	[]	[]
୨୪	()	()	()	()	୫୦	[]	[]	[]	[]
୨୫	()	()	()	()					

କମ୍ପିକ	ଆଗରୀ	ଅଗରୀ ବା ଅନାଗରୀ ସଂପର୍କରେ ଅନୁଷ୍ଠିତ	ଅନାଗରୀ	କମ୍ପିକ	ଆଗରୀ	ଆଗରୀ କମ୍ପିକ ଅନାଗରୀ ସଂପର୍କରେ ଅନୁଷ୍ଠିତ	ଅନାଗରୀ
ସଂଖ୍ୟା	୯ ପ୍ରମ	୨୩ ପ୍ରମ	୩୩ ପ୍ରମ	ସଂଖ୍ୟା	୯ ପ୍ରମ	୨୩ ପ୍ରମ	୩୩ ପ୍ରମ

୫୯	()	()	()
୬୦	()	()	()
୬୧	()	()	()
୬୨	()	()	()
୬୩	()	()	()
୬୪	()	()	()
୬୫	()	()	()
୬୬	()	()	()
୬୭	()	()	()
୬୮	()	()	()
୬୯	()	()	()
୭୦	()	()	()
୭୧	()	()	()
୭୨	()	()	()
୭୩	()	()	()
୭୪	()	()	()
୭୫	()	()	()
୭୬	()	()	()
୭୭	()	()	()
୭୮	()	()	()
୭୯	()	()	()
୮୦	()	()	()
୮୧	()	()	()
୮୨	()	()	()
୮୩	()	()	()
୮୪	()	()	()
୮୫	()	()	()

୮୬	()	()	()
୮୭	()	()	()
୮୮	()	()	()
୮୯	()	()	()
୯୦	()	()	()
୯୧	()	()	()
୯୨	()	()	()
୯୩	()	()	()
୯୪	()	()	()
୯୫	()	()	()
୯୬	()	()	()
୯୭	()	()	()
୯୮	[]	[]	[]
୯୯	[]	[]	[]
୧୦୦	[]	[]	[]

କ୍ରମିକ ସଂଖ୍ୟା	ଅଗ୍ରହୀ		ଅନାଗ୍ରହୀ	କ୍ରମିକ ସଂଖ୍ୟା	ଅଗ୍ରହୀ		ଅନାଗ୍ରହୀ
	୧ମ ପ୍ରମୁ	୨ୟ ପ୍ରମୁ			୧ମ ପ୍ରମୁ	୨ୟ ପ୍ରମୁ	
୧୦୧	()	()	()	୧୨୭	()	()	()
୧୦୨	()	()	()	୧୨୮	()	()	()
୧୦୩	()	()	()	୧୨୯	()	()	()
୧୦୪	()	()	()	୧୩୦	()	()	()
୧୦୫	()	()	()	୧୩୧	()	()	()
୧୦୬	()	()	()	୧୩୨	()	()	()
୧୦୭	()	()	()	୧୩୩	()	()	()
୧୦୮	()	()	()	୧୩୪	()	()	()
୧୦୯	()	()	()	୧୩୫	()	()	()
୧୧୦	()	()	()	୧୩୬	()	()	()
୧୧୧	()	()	()	୧୩୭	()	()	()
୧୧୨	()	()	()	୧୩୮	()	()	()
୧୧୩	()	()	()	୧୩୯	()	()	()
୧୧୪	()	()	()	୧୪୦	()	()	()
୧୧୫	()	()	()	୧୪୧	()	()	()
୧୧୬	()	()	()	୧୪୨	()	()	()
୧୧୭	()	()	()	୧୪୩	()	()	()
୧୧୮	()	()	()	୧୪୪	()	()	()
୧୧୯	()	()	()	୧୪୫	()	()	()
୧୨୦	()	()	()	୧୪୬	()	()	()
୧୨୧	()	()	()	୧୪୭	()	()	()
୧୨୨	()	()	()	୧୪୮	()	()	()
୧୨୩	()	()	()	୧୪୯	()	()	()
୧୨୪	()	()	()	୧୫୦	()	()	()
୧୨୫	()	()	()				

NOT TO BE FILLED IN BY THE PERSON ADMINISTERING THE INVENTORY

Table for recording the Scores

Sl No	Occupational area	Scores
A.	Service	
B.	Agriculture	
C.	Business	
D.	Technical & Industrial Worker	
E.	Animal Farming	
F.	Weaving	
G.	Pottery	
H.	Clay Modelling/Sculpturing	
I.	Carpentry	
J.	Black Smithing	
K.	Fishery	
L.	Goldsmith	
M.	Laundry	
N.	Household work	
O.	Daily Labour	
	TOTAL	

